DOCUMENT RESUME

ED 229 936 EC 151 936

AUTHOR	Scheetz, Janet A.; Hudak, Barbara J.
TITLE	Strategies and Techniques for Mainstreaming. Revised.
PUB DATE	81
NOTE	328p.
AVAILABLE FROM	Aegis Inc., P.O. Box 954, Altamonte Springs, FL 32701 ($19.95 plus $1.50 postage).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Classroom Design; Curriculum Development; *Delivery Systems; *Disabilities; Educational Diagnosis; Elementary Secondary Education; Individualized Education Programs; Inservice Teacher Education; *Mainstreaming; Models; Parent Teacher Cooperation; Prevocational Education; Program Evaluation; Referral; *Special Education Teachers; Staff Development; Vocational Education
IDENTIFIERS	*Monroe Model

ABSTRACT

The handbook is intended for the special education teacher and covers all aspects of mainstreaming according to the Monroe model, developed in Monroe County, Michigan. The model focuses on the special education teacher/consultant, who provides direct diagnostic and instructional services to special students, and indirect services to building staff, students, and parents. The handbook follows the Monroe model by describing both direct and indirect services; and presents material according to academic, behavioral, and vocational areas (except where vocational information is part of the total process); and by elementary and secondary areas. An introduction outlines the history and impact of legislation, and highlights functions of 10 school district departments such as transportation. Described thereafter, with accompanying sample formats, contracts, and worksheets, are the following topics (sample subtopics are in parentheses): the Monroe model and six other models such as the crisis resource program; roles of personnel, and techniques the special teacher may use when working with the personnel; structuring the classroom (designing, scheduling); referral and diagnosis (the multidisciplinary team's role, diagnostic tests); the individual education plan; techniques for modifying the curriculum; behavioral strategies (rewards, contracts); consultation (interview, consulting formats); prevocational and vocational education; parents (overprotective, stressed); inservice and staff development; and program evaluation (includes questionnaires). Approximatey 125 references are provided. (MC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED229936

STRATEGIES AND TECHNIQUES
FOR
MAINSTREAMING

REVISED

BY

JANET A. SCHEETZ

AND

BARBARA J. HUDAK

©1981

EC151936

Aegis, Inc.
P.O. Box 24092
Lansing, Mich., 48909

Aegis, Inc.
P. O. Box 954
Altamonte Springs, FL 32701

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Barbara J. Hudak
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

The authors wish to express their indebtedness to James Donahue, Assistant Superintendent of Special Education for Monroe County Intermediate School District. It was he who inspired the original version of the *Handbook* because it was he who created the Monroe Model. He was the first to realize the full implications of mainstreaming for both general and special education and, as a result, he developed a program aimed at providing maximum assistance to teachers, parents and students alike. Without his inspiration, the authors would not have undertaken this work.

The authors also wish to express their appreciation to Leroy A. Lott, Jr., one of the authors of the original *Handbook*, for his creative thinking, challenging approaches to the various tasks, and thought-proving criticism.

To the various professionals who have contributed ideas for the forms, formats and figures used in the *Handbook* , we offer our thanks. This includes special education teachers of Monroe County, and Minnie Phillips and Dan Nover, supervisors in the Pontiac School District.

Finally, we owe a great deal to our families who suffered through two versions of this *Handbook* and especially to Hayden Scheetz, who in addition to proofreading the manuscript, prodded, pushed and cajoled us into completing it.

TABLE OF CONTENTS

Chapter 1 An Introduction to Mainstreaming 1

Chapter 2 Models and Roles within the Continuum of Programs 7

Chapter 3 Structuring the Classroom 21

Chapter 4 Effective Use of Aides 33

Chapter 5 Alternatives to Special Education 43

Chapter 6 Referral and Diagnosis 55

Chapter 7 Developing the IEP 115

Chapter 8 Modifying Curriculum 133

Chapter 9 Behavioral Strategies 167

Chapter 10 Consultation 190

Chapter 11 Pre-Vocational and Vocational Education 258

Chapter 12 Parents as Partners 272

Chapter 13 Inservice Training 283

Chapter 14 Program Evaluation 291

References 312

CHAPTER 1 OUTLINE: An Introduction to Mainstreaming

Legal Background 2
Least Restrictive Environment 2
Effects on Local Districts 3
    Curriculum Department 3
    Building and Grounds Department 3
    Personnel Department 3
    Transportation Department 3
    Business Department 4
    Pupil Personnel Department 4
    Special Education Administrators 4
    Building Administrators 5
    General Education Teachers 5
    Special Education Teachers 5

INTRODUCTION TO MAINSTREAMING

Prior to the seventies, few special education students were permitted the educational opportunities available to general education students. In fact, the history of special education is filled with discrimination ranging from segregated classrooms and separate facilities to complete denial of access to schools.

It took a combination of legislation, court decisions and attorneys generals' rulings to mandate a new approach for special education. This new philosophy, based on the concept of equal opportunity, regardless of handicapping condition, traces its roots to the desegregation ruling of Brown v. Board of Education, 1954. Unfortunately it took another 15 years to tie the Brown decision to the discrimination experienced by handicapped children.

LEGAL BACKGROUND

During that year, a Utah State Court ruled that even though segregated education of the handicapped is "well intentioned", it tends "to retard the educational, emotional and mental development of the children."

Probably the most influential court ruling emerged from a 1972 Pennsylvania court decision, permanently specifying a right to education for all handicapped children at no cost to parents. This landmark decision encouraged states to review and revise their policies toward educating the handicapped and, eventually resulted in sweeping Federal legislation.

The Education Amendments of 1974 (Public Law 93-380) and the Education of All Handicapped Children Act of 1975 (Public Law 94-142) clearly establish the schools' responsibility to provide a free appropriate education for all handicapped students. Plainly stated, schools must make all general education programs and services including physical education and extra curricular activities, available to handicapped students. Physical barriers, which discriminate by limiting access to buildings and programs are also declared illegal by the Rehabilitation Act of 1973 (Public Law 93-112) frequently referred to as Section 504.

LEAST RESTRICTIVE ENVIRONMENT

The most recent of this series of legal mandates, Public Law 94-142, outlines the specifics of the new special education philosophy — the least restrictive environment. This term is frequently and erroneously considered synonymous with mainstreaming. The least restrictive term requires that the educational performance of handicapped students be carefully reviewed every year to verify that special education is being provided in the most "normal" environment possible. For some students, the most appropriate placement is the regular classroom; for others, it may be an institution.

Unfortunately, many general and special educators attempt to place all special students in regular education whether or not it is appropriate. This has resulted in extreme frustrations with and concerns about the concept collectively referred to as mainstreaming. However, with the requirement to consider placing these students in the mainstream when and where appropriate, significant educational changes are required. As with any major societal change, numerous problems are generated. Most are based on misunderstanding and anxiety. The problems related to mainstreaming affect all segments of the educational community but especially the regular and special education teachers who are directly involved with handicapped students.

Mainstreaming requires a partnership between regular and special educators, a partnership which analyzes the individual needs of the handicapped student (at least annually) and then sets goals and objectives for the student. It commits resources to assist in reaching these goals and defines the areas of responsibility for each of the partners.

In some cases, students will be completely integrated into regular classes with only indirect support such as specialized material and curriculum from special education. In other cases, students will be mainstreamed only for lunch or music, or not at all. Ongoing flexibility is required since changes in the student's program may need to occur at any time.

EFFECTS ON LOCAL DISTRICTS

Although the most direct responsibility for implementing the student's educational program remains with the teachers, philosophical and organizational changes must occur throughout the entire school system. School board members and superintendents must not only recognize their changing responsibilities toward the handicapped but also must support these changes through new attitudes and actions. Once the superintendent expresses support for equal educational opportunity, a commitment of resources must follow, including time, space, money and personnel. Administrative changes may even be necessary, causing all district divisions or departments to at least review past policies and make those changes required to meet handicapped students' needs.

Curriculum Department

The mandate which must be considered is that all programs and services available to regular education students must also be available to special education students. Therefore, all elements of the district's curriculum, standardized texts, testing programs and grading systems must be reviewed by the district's instructional or curriculum division. Access to programs, availability of materials and appropriate modification of curriculum are just some of the considerations.

Building and Grounds Department

Section 504 of the Rehabilitation Act of 1973 required that all programs in a district be architecturally accessible to the handicapped. This places the responsibility on the school district's buildings and grounds department to review accessability to all programs and related classrooms, bathrooms, offices, doorways, water fountains, parking lots, etc. For example, ramps may need to be constructed to permit wheelchair access to the stage so that handicapped students can participate in the school chorus.

[illegible] requires that all buildings built after June 1977 be completely barrier free. Those built earlier must be physically accessible so that handicapped students have the opportunity to be educated within the building. Techniques such as changing the program's location from the third to the first floor may be used.

Personnel Department

The personnel department will need to be knowledgeable in the certification and approval of teachers for various handicapping conditions. Full and temporary state approval forms must be understood and procedures established for recruiting difficult-to-find support staff such as physical therapists.

Transportation Department

The transportation supervisor may need to commit buses and staff to the transportation of physically or emotionally handicapped students to many different programs during the school day. Ramp buses may need to be purchased or contracted transportation established.

Drivers will need to be trained in techniques for handling the physically handicapped, epileptic, blind, deaf and emotionally disturbed. Devices such as passive restraint systems, ramps and aides should be available or contracted for when required by a student's individualized education program.

Business Department

Financial demands will, of course, occur with full implementation of these requirements. The budget department must review all sources of funding for these programs including federal, state and county reimbursements. Total local district contributions can then be determined. Additionally, this department should assign and train staff to complete required annual reimbursement forms in order to accurately secure all funds to which the district is entitled.

Pupil Personnel Department

Support staff divisions such as pupil personnel services or the special education department are, of course, experiencing the greatest change, including increases of programs, services, and numbers of students served.

Regardless of the actual organizational structure used to maintain the support staff, these services are coming under increasing demand. The new special education laws require input from psychologists and social workers in the initial and continuing identification of handicapped students. In addition to diagnostic information, support services such as counseling and therapy must be available to handicapped students if such related services are critical to the student's educational growth. In most districts these requirements mean the hiring of additional support staff and the development of procedures for multidisciplinary evaluations and three-year reevaluations.

Special Education Administrators

For years special education administrators were charged with providing and maintaining segregated special education programs and schools. In fact, most administered what was essentially a separate system within the district, including hiring staff, budgeting for supplies, completing annual reports, designing and providing programs. With the legislative emphasis on mainstreaming, an isolated special education system is no longer appropriate. Close working relations with all school district departments, building principals, teacher unions and parents are required. Today, special education administrators must integrate their department into the total school system. In essence, special education must enter a partnership with regular education for the benefit of all handicapped students.

In order to cement this partnership, special education administrators must assume a leadership role, one which interprets current legislation, assures compliance with legal mandates and provides an innovative continuum of programs and support services. Additionally, in order to assure a free appropriate education within the least restrictive environment, staff development becomes a major task. This often becomes the responsibility of the school's special education department because few universities or teacher training institutions prepare special educators for the consulting and supportive role required if mainstreaming is to succeed. Conversely, few colleges or state departments of education require general educators to take a basic course in teaching students with special needs or individual differences. Likewise, it becomes the special education administrator's role to train building principals in the educational rights of the handicapped and effective programming components.

Close relations with the teacher union is critical since most regular educators are concerned about the effects of these new educational requirements which directly affect them. A change in attitude among general educators — one which stresses the similarities among students, rather than the differences — can occur only after their concerns are resolved. In order to meet this challenge, special education must provide knowledge of handicapping conditions through staff inservice and retraining, specific information about individual students being mainstreamed and a continuous open forum for discussion as concerns arise.

Finally, special education administrators must recognize that parents are truly partners in the education process. A constructive partnership with a working parent organization can be beneficial to all. Sensitivity must be exercised because many parents of the handicapped are extremely protective of their children. They frequently fear the regular school and classroom placement, preferring the "safety" of the segregated classroom or school. This establishes a false security which rapidly evaporates with entry into the adult world.

Building Administrators

Building administrators are also experiencing a significant role change as more and more handicapped students are educated in their home schools — the least restrictive environment. Few principals have ever had responsibility for educating special students. Prior to this time, when students were identified as needing special education they were generally sent to other schools for placement in special classes. This removed the problem of their education from the home building administrator.

Today, with the federal requirement to consider the home school as the first level on a continuum of programming, most students are now remaining the home principal's responsibility. Principals are now providing special education programs in their buildings with special education teachers as part of their staffs.

General Education Teachers

Equally important is the significant role of the general education teacher. Until recently, identified handicapped students were rarely taught by general educators. How many of today's adults went to school with the physically or mentally handicapped? One good test is the vast number of us who still stare at the blind or Down's Syndrome individual that we meet in the real mainstream — the world around us. The on-going integration of handicapped and nonhandicapped children should, over time, result in adults who value each other for their strengths instead of discriminating against others because of their weaknesses.

Some general educators are critical of this process. Most can and will effectively teach handicapped students but a great deal of assistance, understanding and information must be provided. These teachers want to fully understand the unique needs of the special students they teach. They need someone available to allay their fears, answer their questions, provide supportive materials, etc. Once general educators realize that they are not expected to "go-it-alone" and that special education will effectively work with them, they will enter into a successful partnership in the mainstreaming process.

Special Education Teachers

Special education teachers also are experiencing tremendous changes in their roles. Prior to the current changes in the field, these teachers functioned primarily as self-contained instructors; teachers of handicapped students, teachers who set their own curriculum and student expectations, teachers who were fairly autonomous in their isolated settings.

Today's special education teachers are housed in regular schools, are part of a regular school faculty, and are often responsible to both a building administrator and a special education administrator. They are required to implement realistic educational goals and objectives for each student annually, specifying the degree of mainstreaming, the materials which will be used and the evaluation techniques to assess each student's progress.

Additionally, they are required to provide support to those regular educators involved in the mainstreaming of students.

Few special educators are trained for this supportive role — a role which requires them to function as a building-based specialist in teaching students with special needs. Most teacher institutions do not yet offer courses in consulting skills, developing specialized curricular materials or demonstrating effective teaching techniques. Yet this is what is required if handicapped students are to be effectively educated in the least restrictive environment possible — the regular classroom.

As indicated, the total school district must acknowledge its responsibility to educate all students, regardless of their special needs. Once this occurs, all must identify their roles and commit all their joint resources to implementing this philosophy — a philosophy which refuses to discriminate against students because of their unique cognitive, affective or physical needs.

CHAPTER 2 OUTLINE: Models and Roles within the Continuum of Programs

The Monroe Model 8
Other Models 10
  Full time teacher consultant/counselor 10
  Part time teacher consultant/part time classroom teacher 10
  Team teaching model 10
  Crisis resource program 11
  Resource room or learning center model 11
  Full time or transition special education classroom 11
Roles 13
  Speech and language therapists 13
  Techniques for working with speech and language therapists 14
  School social workers 14
    Techniques for working with school social workers 14
  School psychologists 15
    Techniques for working with school psychologists 15
  Health services personnel 15
    Techniques for working with health services personnel 16
  Physical and occupational therapists 16
    Techniques for working with physical and occupational therapists 16
  School counselors 17
    Techniques for working with school counselors 17
  Building administrators 17
    Techniques for working with building administrators 18
  General education teachers 18
    Techniques for working with general education teachers 19
  Parents 20
    Techniques for working with parents 20

MODELS AND ROLES WITHIN THE CONTINUUM OF PROGRAMS

Special education represents many programs and related services. These can be grouped along a delivery of services model in a continuum extending from the least restrictive environment to the most restrictive, from institutionalization to full-time placement in general education. This chapter will concentrate on exploring the use of the Monroe Model within a continuum of program options and ways to modify the model to fit the needs of individual buildings. Additionally, the roles of various personnel who affect the model will be reviewed.

THE MONROE MODEL

Strategies and Techniques for Mainstreaming was developed to present a special education teacher model which effectively combined all appropriate services in one role. The model suggested for consideration was developed in Monroe County, Michigan in the early seventies. It establishes the special educator as the expert on teaching students with special needs.

The Monroe Model teacher provides direct diagnostic and instructional services to special education students and indirect support to the building staff. Many develop small group inservice on topics of interest to the staff; consult with staff on alternatives for students prior to a referral to special education; help general educators modify curriculum for mainstreamed students; and generate behavioral strategies for use with special students in the regular classroom. In effect, the Monroe Model teacher is a resource to the total school.

In this *handbook*, the Monroe Model, including both direct and indirect services, will be explored. Figure 2.1 pinpoints these areas of concentration as they relate to the following chapters. The goal is to provide special educators with some of the know-how developed and field tested by special educators who work in this model. Formats, contracts, worksheets and numerous ideas and suggestions are included. All have proven successful.

Since the philosophy of this *handbook* is that education is a process of preparing students to function effectively as citizens, much of the material is divided into academic, behavioral and vocational areas. In those cases where vocational is not specified, it is assumed to be an integral part of the total process of education, extending from birth to graduation.

Another division used throughout the handbook is the breakdown of material into elementary and secondary areas. It is hoped that this will assist teachers through easy access to the ideas presented.

Chapters at the beginning of the *handbook* review organizational aspects of the specific education program involved with mainstreaming. Roles of involved personnel are explored along with techniques special educators can use to establish good working relations with staff, administrators and parents. Various special education program models are defined, allowing the special educator to implement that model which best fits the needs of the school to be serviced. Additionally, structuring the program's physical environment and selecting appropriate materials are also explored, along with alternatives to special education.

However, the real heart of this *handbook* is found in later chapters. These deal with the components of individualized education programs, including diagnosing students' educational needs, suggestions for modifying curriculum, selecting appropriate materials and program evaluation. All suggestions have been field-tested by special education teachers and are presented in the hope that they will facilitate the role of special education. Only when special educators become more expert in supporting general educators, will this new philosophy of mainstreaming begin to work. Only then will handicapped students have the opportunities the laws have mandated for them.

MONROE MODEL

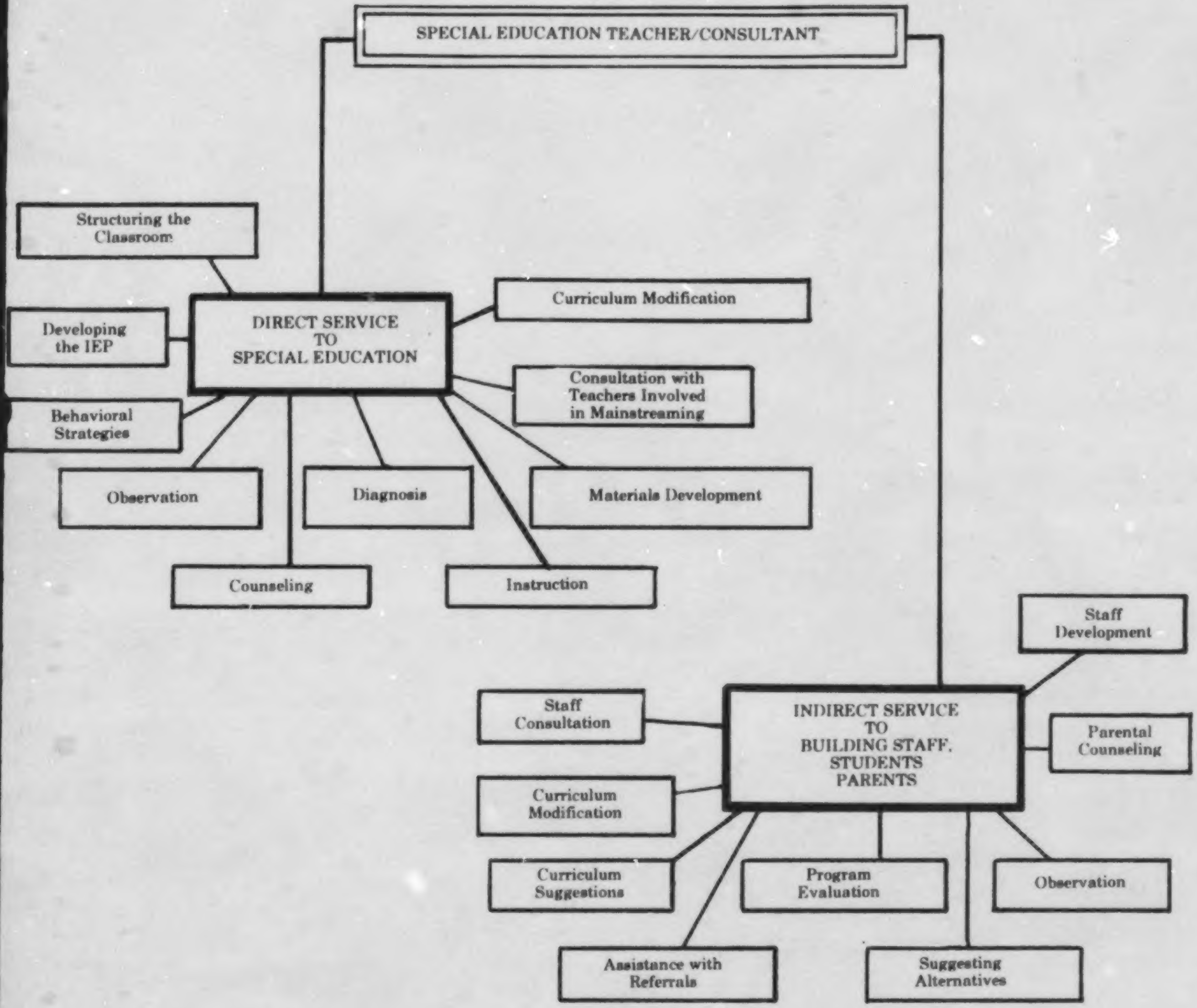

SPECIAL EDUCATION TEACHER/CONSULTANT
DIRECT SERVICE TO SPECIAL EDUCATION
Structuring the Classroom
Developing the IEP
Behavioral Strategies
Observation
Counseling
Diagnosis
Instruction
Materials Development
Consultation with Teachers Involved in Mainstreaming
Curriculum Modification
INDIRECT SERVICE TO BUILDING STAFF, STUDENTS PARENTS
Staff Development
Staff Consultation
Parental Counseling
Curriculum Modification
Curriculum Suggestions
Program Evaluation
Observation
Assistance with Referrals
Suggesting Alternatives

Fig. 2.1

OTHER MODELS

The special education program model chosen by an individual school will result from a number of variables including: staff responsibilities, building needs, types of students, funds, space, and special education philosophy. In most districts, these variables form the basis for joint discussions between the special and general education administrations before program implementation.

In all cases, state and federal legal requirements must also be met. For example, some states establish student-teacher ratios, floor space allocations and funding requirements for books and materials. Others require or permit the use of aides. Some even specify or restrict teacher duties. All must be considered when adopting a program model for implementation.

The models presented here represent approaches designed to fit the building's specific requirements. Since these needs may change over time with staff changes, declining enrollment and funding modifications, several models may actually be utilized by one program. Also some larger buildings may implement several models at the same time because of a wider range of needs.

For the special education teacher creating a new program, the following special education program models are presented for consideration.

Full-Time Teacher Consultant/Counselor

This program provides diagnostic services to students being considered for special education and tutorial services to special education students who are fully mainstreamed. Of primary importance is the supportive services to general education teachers involved with mainstreamed students and ongoing counseling with parents and students. This model concentrates on maintaining students successfully in general education or on preparing students to return to general education full time.

In some states, special state certification may be required for teachers to function in this consultant type model. In larger schools, such as senior high buildings, this special educator may be paired with several other special educators who function as resource type teachers. Finally, the teacher consultant may be assigned to follow up on students who are found to no longer need special education services.

Part-Time Teacher Consultant/Part-Time Classroom Teacher

This model is the most functional if a small school needs only one special education program to serve its population. It permits a wider range of services for students and staff.

The special educator in this model provides tutorial services to some students, part time instruction for others and full time program placement for another group. With a group of trained aides, on-going consultation can also be provided to the building staff.

Scheduling of services will be a primary concern since the resource type room will be functional all day long. Consulting skills and good staff relations will be critical and time must be available for the special educator to assist general educators with mainstreaming. One other problem to resolve will include staff usage as determined by union contracts. Some contracts limit the use of aides covering classes in which the teacher is not present. Other contracts place restrictions on the use of teacher planning periods — a time which can effectively be used for consulting.

Team Teaching Model

Where buildings require more service, a team of special educators may work out of a resource type room. This permits a wide extension of the full service model presented as a part time consultant/classroom program. One special educator may function as the teacher consultant and one as the classroom teacher or they may both share the same students, providing services as indicated in joint agreements or individual education plans.

One such model is frequently used in secondary schools which provide prevocational training. The team model facilitates on-the-job monitoring of students who are placed on job sites within the school. Students who are not yet ready to demonstrate mastery of the universal employability skills can continue instruction with one teacher. Other students, who are ready to be employed, can be placed and monitored by the other teacher. This way students can progress at their own speed, toward their goals, with the necessary degree of support.

Crisis Resource Program

This model provides services primarily to students who are successfully mainstreamed but who continue to experience behavioral difficulties. When crises arise in the regular class, this special education model provides a temporary respite for these students, circumventing possible suspension or expulsion.

The crisis teacher must possess extensive management skills and the ability to successfully moderate social and behavioral disputes, and must be a respected staff member whose expertise is acknowledged and sought by all. This is an extremely difficult model to implement, but it is one of the most effective for secondary schools.

Resource Room or Learning Center Model

This program is one of the most widely used special education models. It combines a flexible range of services easily adapted to both the building's needs and to the students identified for services. The majority of special education students need part-time assistance or specific subject remediation. Reading is generally the area of most need. This model permits the student to receive reading remediation in the resource room, generally during the general education reading period. The remaining educational instruction is provided in the mainstream.

Such a model requires careful diagnosis of the student's educational needs. It also requires a thorough understanding of the student's social, emotional and psychomotor needs and a commitment to educating the total student. The resource room teacher will also need the ability to effectively consult with general educators, assiting them in modifying their curriculum and teaching strategies. This special educator must function as an expert "jack-of-all-trades" if mainstreaming is to succeed.

At the secondary level, the special educator in this model should have a contact hour available. This time will be used to meet with general education teachers, observe students, administer classroom tests and help teachers develop curriculum for special students.

One problem inherent in this model is that of backlash. General educators with 30-40 students every hour rarely understand the need for the contact time unless they directly benefit from it. Therefore, it is critical that the resource room teacher establish credibility through a high degree of visibility, open communication with staff and effective regular consultation. Observable results will make the difference.

Full Time or Transition Special Education Classroom

Some schools identify so many special education students who need full-time special education that a self-contained program is required. Even when such a model is implemented, the special educator must not forget the ultimate goal is to remediate, whenever possible, the students' learning problems, resulting in successful return to general education.

The special educator in this model must be extremely positive toward mainstreaming and must possess excellent teaching skills. The latter is critical so that remediation can be intensive and effective. Educational expectations must always remain high. This model, when functioning properly, leads to a lesser restrictive model. Frank Hewitt's Engineered Classroom, presented in *The Emotionally Disturbed Child in the Classroom* describes a version of this model.

Another variation can be found in some transition type rooms — programs which are designed to rapidly move a student from one environment to another. Movement is usually from a more restrictive to less restrictive settings or a self-contained to a resource room.

Transition rooms are frequently found at the grade level changes such as between preschool and elementary school or between junior and senior high school. The goal is to provide a smaller, more intensive group setting aimed at helping the student make a successful transition into a more complex educational setting.

Some transition programs function for a full school year. Other attempt to gradually integrate students throughout the year, as they are ready. In all cases, step-by-step progressions are carefully defined ahead of time.

Problems associated with the transition program include difficulties scheduling students into other classes during the course of the school year and keeping the program goals in mind. The special educator in this model needs a strong personality, good staff relations, and a thorough understanding of the programs/classes available within the building. Care must be taken not to allow personal attachment to the students to interfere with accomplishing the established goal of integration.

The variation of the Monroe Model which a school implements should fit the needs of that staff and the students identified as needing special education. However, the special educator's background, philosophy, skills and the demands/placed on him/her by the staff will ultimately determine the program's effectiveness.

ROLES

As indicated previously, the process of educating special students is most effective when everyone involved works in partnership for the benefit of the student. Those most typically involved are the supportive staff members: speech therapist, social worker, psychologist, health services, physical and occupational therapists, counselors and consultants. Others, in addition to the special educator, with important roles are the building administrator(s), general education teacher(s), and parents. This chapter discusses the roles of each group and suggests techniques that the special educator may use to benefit from the services of each.

The Education of the Handicapped Act (P.L. 94-142) specifies that there must be a full range of supportive services available to handicapped students. Actually, related services must be provided based on an individualized education plan which identifies the services necessary to assist students in profiting from their special education. Because of the specificity of this law and the changes generated by its ongoing implementation, most supportive staff members are still developing their new roles. Therefore, the special educator will find significant differences within the district and even among individual staff members as their roles change.

Sometimes supportive staff are called upon to function as members of a multidisciplinary team, evaluating students for possible special education. To this role, they bring their diagnostic skills. At other times, these staff members provide direct service to students or indirect services to teachers, such as consultation or inservice. Their roles involve a wide range of services to students and staff and, when they serve several school buildings, they are considered itinerate personnel.

Related services are made available to special education when a service is identified by a multidisciplinary team as critical to improve the student's learning. Such services are included in the student's individual education plan along with appropriate goals and objectives. The following pages review and explain the roles of those supportive staff members who impact on the Monroe Model. The special educator who functions in the model is thoroughly knowledgeable of these roles and uses numerous techniques to maximize the effectiveness of these staff members.

Speech and Language Therapists (Pathologist, Correctionist, Teacher of Speech and Language)

Services provided by these therapists can constitute a total classroom program or a related service depending on the severity of the student's difficulty. Many function as a member of the multidisciplinary team when a student is suspected of having a speech or language difficulty. Speech therapy is typically provided, however, as a related service to students diagnosed as having communication difficulties in areas such as voice, articulation, receptive or expressive language or auditory discrimination.

Teachers who suspect a student has a disability in this area should refer the student to the therapist for evaluation. If the evaluation confirms the disability, an individual education planning committee must develop goals and objectives aimed at correcting the disability. This plan may require implementation by a combination of therapist, teacher and a parent. The most effective approach is a coordinated effort assuring that all professionals and parents are working toward the same goals and quicker remediation.

Speech therapists are also an excellent source of information on their specialty. They can be called upon to present inservice programs on developing language skills and are willing to assist teachers planning language programs for use in their classrooms.

Techniques for Working with Speech and Language Therapists

Special education teachers develop close working relations with speech therapists who serve the school because many handicapped students also have language related impairments. Sharing information and combining skills benefits both special educators and their combined caseloads. In order to solidify good working relations, the special education teacher:

1) invites the therapist to visit the special education program regularly for ongoing review of students' programs.
2) establishes a regular monthly consulting discussion to share the latest ideas for improving language development. An informal meeting, such as during lunch in the staff cafeteria, promotes an open atmosphere.
3) keeps the therapist current on referrals or pending referrals within the building. This saves the speech therapist time and expedites the referral system.

School Social Workers (Home-School Coordinator, Visiting Teacher, Pupil Personnel Worker)

These supportive staff members are trained to deal with students' social and emotional problems as they affect learning and with the factors contributing to these problems. These factors may include other students, the curriculum and family members.

Most school social workers provide counseling and therapy either to individuals or small groups, with the goal of preventing the problems from leading to an emotional handicap. In some school systems, social worker services are only available to those students suspected of being or already identified as handicapped — emotionally impaired. Other districts consider social work intervention as a strategy required before referring a student to special education. Most districts utilize the services of a social worker as a member of the multidisciplinary team when evaluating students for special education. Their observational skills are an invaluable part of the diagnostic process.

Additionally, social workers can assist in the early identification of students with special needs by participating in annual Kindergarten Roundups and school introduction meetings. They can develop and help families implement support systems for the student within the home setting. They can also coordinate referrals to outside agencies and professionals. Within the school, social workers can share their expertise with teachers and administrators. Specifically they can recommend and assist teachers in developing behavioral strategies aimed at changing the behaviors of individual students. If these students are in special education, social workers should participate in the individualized education plan, recommending appropriate social-emotional goals and sharing in the responsibility for meeting those goals.

Techniques for Working with School Social Workers

Special education teachers quickly find that time spent with social workers is invaluable because their expertise in the affective and behavioral areas can benefit many students. In order to establish good rapport, the special educator:

1) seeks out the social worker frequently to request their assistance in solving individual student or group behavior problems. He/She asks the social worker to observe individual students or small groups and to recommend strategies to improve students' social and emotional growth.
2) keeps the social worker current concerning students they share.
3) carefully tries and documents the results of all interventions suggested by the social worker.
4) assists the social worker in development of appropriate parent groups.

School Psychologists

These supportive staff members are frequently in short supply. With the passage of the recent special education laws which require their input in the identification of handicapped students, their time is even more limited. Additionally, federal law requires that special education students be reevaluated every three years to eliminate "dead end placements" of students in special education for the duration of their education.

Psychologists typically evaluate suspected handicapped students using a battery of tests including those purported to evaluate intelligence and achievement in various academic areas. They may also assess the student's personality and learning styles in an attempt to develop a profile of the student's strengths and weaknesses. Test results are interpreted to parents and to the referring teacher and these results become part of the multidisciplinary report. As a result, students may be identified as eligible for special education by an individual education planning committee.

But psychologists are much more than diagnosticians. Most are specialists in human behavior as it affects learning and many have extensive training in curriculum development, techniques for dealing with individual differences and classroom management. Some are experts in developing or modifying instructional materials. All have background in counseling and consulting. Schools who make full use of these skills find themselves with a wealth of expertise.

Techniques for Working with School Psychologists

Special educators have long relied on the psychologist serving the school to identify students as eligible for special education. Under current laws they usually participate as part of the multidisciplinary team. They also have skills in counseling and explaining learning theory. The following are some ideas special education teachers use to take full advantage of school psychology services:

1) requests the psychologist to train them in interpreting test scores and achievement tests, thereby relieving part of the psychologist's testing load.
2) has the psychologist assist them in interpreting test scores and behaviors noted during testing sessions.
3) establishes a regular consulting period each month or week to review behavioral and academic data each has collected on specific students. The psychologist may collect data from outside agencies parents, while other teachers and the special educator develop charts on in-class behaviors. The psychologist may then suggest strategies for implementation by teachers or parents.
4) asks the psychologist to help develop effective learning materials for students with unique auditory and visual difficulties.

Health Services (School Nurses, Vision and Hearing Technicians)

Some school systems provide health services within the system; others contract the services from the Department of Public Health or private physicians. Medical services for diagnostic purposes are a related service under the federal special education law. As such, they are frequently necessary to establish a student's need for special education.

Nurses and technicians, through regular screenings, are often the first to note a student's health, vision or hearing problems. They then assume the role of coordinator by notifying parents and school staff of the suspected problems, establishing appointments with medical specialists, securing medical reports and assisting, if necessary, in referring the student for special education. If the referral to special education is made, the nurse or technician may participate on the multidisciplinary team, in order to explain doctors' reports. Only when the physical problems interfere with the student's education can the student be identified as needing special education.

For special education students with physical disabilities, current medical data is essential. Medical problems frequently change, operations are scheduled, students may be ill and miss classes often. Health professionals can assist in these areas by monitoring student's medical condition.

Techniques for Working with Health Services Personnel

The special education teacher must have ongoing communication with the health services personnel. He/She:

1) participates in a "hotline" procedure which allows the nurse, technician, or medical doctor to call in essential information or the special educator to call them in "emergency" situations.
2) establishes regular visits by the health personnel, to observe the student within the classroom.
3) attends health or medical staffings on their students, generally with the parents.
4) seeks basic medical or first aid training from the health specialist which permits them to care for the student's unique medical needs.

Physical and Occupational Therapists

Although these medically based specialists generally provide services to physically handicapped students, their skills in gross and fine motor development is extensive and can provide the special education teacher with resources for many other students. Currently many therapists are being trained in techniques which integrate all of the senses, the theory being that better integration leads to better learning.

In many states, physical therapy requires a physician's prescription. Occupational therapy may require a prescription. Both services must be designated in the student's individualized education program as essential to the student's educational program. Therefore such therapy also requires specific goals, objectives and annual evaluation to determine if the service is necessary.

Techniques for Working with Physical and Occupational Therapists

Some school systems make physical and occupational therapists available for evaluating students suspected of having severe learning difficulties. Others use these specialists to train staff in their areas of expertise. The special educator who has access to these specialists:

1) assists the therapist in presenting building inservice programs aimed at improving the psychomotor skills of students such as playground activities.
2) develops with the therapist a curriculum of sequenced fine motor tasks aimed at helping teachers improve handwriting skills.
3) requests the expert opinion of the therapist in diagnosing a student's fine or gross motor difficulties such as copying materials from the board.
4) shares professional educational journal materials in the areas of sensory integration. The return in good relations can be invaluable.

School Counselors

Counselors in school systems provide a multitude of services including consulting with staff about student needs, counseling students about academic, social and vocational needs, scheduling, assisting students in college decisions and, in some cases, coordinating referrals of students experiencing difficulty. These specialists are generally well-integrated within the building staff and are excellent sources of information.

Techniques for Working with School Counselors

The amount of time a special educator takes to develop good working relations with a counselor will be extremely worthwhile. Special education students frequently demand a great deal of a counselor's time and counselors frequently know facts about students which can influence the daily education decisions of the special educator. Therefore, the special education teacher:

1) stays in daily contact with the counselor — meeting at lunch, before or after school or during a break period.
2) where direct contact is impossible establishes a written communication system.
3) establishes a mutually agreeable procedure for handling crises, i.e., potential suspensions.

In this section of the chapter we include the role of the building principals and general education teacher. The special educator should also be aware of the importance of developing good relations with the building's non-professional staff (secretaries, cafeteria workers, aides, custodians, etc.) even though their roles are not explored here.

Building Administrators

The roles of building administrators are currently being enlarged to include responsibility for the special education programs and services housed in their buildings. Although most acknowledge that this should indeed fall under their responsibilities, many are concerned about their lack of time required to do a thorough job. Most of these concerns will vanish over time with administrative training and experience. Some frustrations will remain due to constantly changing laws and the increasing work load.

For the special education teacher, the principal's attitude toward handicapped students and special classes is critical. A supportive principal assists in planning the special education programs for the building, introduces the program and teacher to the staff and actively supports the concept of least restrictive environment. This assures the best possible education for handicapped students within the building.

In return, the special education teacher should establish on-going communication systems with the principal. The goal should be to keep the principal informed regularly of student and staff needs, parent concerns and planning for future activities. Current information will permit them to handle concerns raised by those less familiar with the education program and will increase the principal's expertise and involvement in the operation of the special education class.

Techniques for Working with Building Administrators

The following are just some of many strategies successfully implemented by innovative special educators. The choice of techniques depends on the styles of the people involved, the communication systems already functioning in the building and the size of the staff. Such techniques include:

1) regularly scheduling visits by the principal to work with the special education students.
2) joint informal staffings of students being considered for special education. placement or for mainstreaming students currently in special education.
3) joint parent-teacher conferences including the principal.
4) assisting the principal in chairing individual education planning meetings.
5) providing principals with a master schedule of student case loads.
6) assisting with staff development programs, kindergarten roundup and extracurricular activities.

General Education Teachers

Most general educators see the new special education laws as requiring a significant change in their roles. However, few realize that the new laws have actually broadened the number of students who can benefit from the increased number of services.

These laws require special education to actively seek out handicapped students and to assure them of appropriate services. Prior to this emphasis, many students, now placed in special education, were placed in the regular classroom and taught by general educators; some, very effectively. In essence, they were fully mainstreamed. So, the teacher's role has not actually changed all that much, just the perception of the role. It is this perception that special educators must face.

General education teachers want to do a good job, but frequently feel frustrated by the learning problems of their students. They seek relief by either referring the students for special education or by requesting supportive service help. Most feel the special educator is better trained to handle students with special needs. Many feel these students can benefit from smaller classes, closer supervision and specialized materials which are often not available in general education.

In the Monroe Model, when general educators request help, the special educator in the building is available to respond. School staffs should consider their special education teachers as experts on learning problems and utilize this expertise whenever necessary.

It is true that many general education teachers will be increasingly involved in mainstreaming, but it is also true, that special education should support these efforts, since successful mainstreaming is a partnership.

The general education teacher's responsibility is to identify students with learning difficulties and to work with parents, building administrator, supportive staff and special educators to devise and implement all appropriate educational strategies. If all efforts fail, students may be referred to the multidisciplinary team for evaluation and possible identification as handicapped. The general educator's role is to then supply whatever data the team needs to complete a comprehensive evaluation.

If the student is found eligible for special education, the general educator should help develop the student's individualized education program plan yearly. In this plan, special and general educators decide on the student's special education objectives and who will be responsible for each. Some of this plan may be implemented in the regular classroom and some in the special education class. Both parties should agree to implement the plan based on placement in the least restrictive environment. This is the partnership.

If the general educator experiences difficulty implementing those activities designated for the regular classroom, support help such as ongoing consultation, special materials and different techniques should be requested from the special educator. If these supports are ineffective, the general educator may request a new individual education planning meeting to develop more appropriate goals. Likewise, such a meeting can be requested to increase the amount of time students spend in general education if they are experiencing success and more mainstreaming is appropriate. Remember the goal for special education is to return as many students to general education as can be successfully reintegrated.

Techniques for Working with General Educators

The special educator realizes the on-going need for good rapport with general educators within the building. Only when this has been established will mainstreaming have a chance. Additionally, the special educator realizes the complementary talents possessed by the general educator — talents which are critical for student progress.

The following are some basic techniques used by special educators to develop and maintain successful relations with the general education staff:

1) establishing daily contact with all general educators involved with mainstreaming. Personal contact is best but written contact may be necessary in larger buildings.
2) eating in the staff lunchroom, taking breaks in the staff lounge, assisting with various duties such as supervising extracurricular activities: all effective techniques to become accepted members of the building staff, an important factor.
3) bending over backwards to provide support to those general educators acknowledged as the leaders in the building. Once these teachers accept special education, they will encourage others to do likewise.
4) identifying several target teachers a year for intensive supportive help. These are the general educators who need to be "won over" to special education or who expressed an interest in learning about special education. Invite them to visit the special education class whenever possible to see mainstreamed students receiving remedial help.
5) setting up teacher exchange days, which allow the general educator to work in the special education classroom and the special educator to teach the regular classroom.
6) keeping the staff aware of new materials as they become available by having a regular materials demonstration in the special education classroom.
7) sponsoring a Make-and-Take workshop
8) providing staff development programs on topics of interest such as reversals in handwriting and difficulty learning multiplication tables.
9) attending all building meetings such as staff meetings, department meetings, and curriculum meetings.

Remember the goal of the special educator is to become an accepted faculty member and be recognized as the in-building expert on learning problems. The amount of time spent in developing good rapport with all involved: building administrator, supportive staff and teachers, will have effects on the task of mainstreaming. The results will not only affect your current attempts to integrate students, but also the long range effectiveness of the program.

The final group whose roles are explored here may actually be the most important group.

Parents

Even without the legal requirements for parent input, special educators have long realized the importance of good parent contact. Educating students progresses much faster when parents participate in the process. Most are willing if the special educator takes time to keep them informed of the student's needs.

Likewise, without good parent-teacher working relations, parents may stifle referrals to special education and/or the progress of students within the program.

Techniques for Working with Parents

Special educators should be aware that many parents are fearful of the school, its authority and the obvious expertise of the teachers and staff. Many, however, are also frustrated and angered by the youngster's handicapping condition which frequently creates many family disruptions. In order to establish comfortable constructive relations with parents, the following techniques are used:

1) establish regular informal contacts which include sharing of information and a great deal of empathy.
2) sponsor small parent group meetings such as luncheons or teas which encourage mutual problem sharing.
3) develop parent training sessions which provide them with information about special education in general and the types of difficulties youngsters such as theirs experience.
4) hold regular materials development meetings so that parents can have games and books to use with their youngsters at home — especially over the summer vacation.
5) take the time to help parents recognize their own strengths and techniques for using those strengths. A social worker, school psychologist or counselor may be of assistance.

All of the techniques mentioned here are provided to reinforce the theory that teaching is not an isolated process. The more people involved in a coordinated approach to solving the student's learning difficulties, the faster the problems will be resolved. All have a role and all have areas of unique expertise. A successful special educator clearly identifies the skills of each and the techniques which can be implemented to the benefit of students being mainstreamed. Each school system will have its own unique supports available. The process is the same: identify what you can use and develop techniques which fit your style, the school, the staff and the students. You will be surprised at how much you, the staff and the students benefit.

CHAPTER 3 OUTLINE: Structuring the Classroom

Designing the Classroom 22
    Location of the classroom 22
    Teaching and organizational style 22
    Instructional and planning areas 22
    Classroom furniture and equipment 25
    Sample classroom design 25
Scheduling 25
    Factors to consider for scheduling 29
    Scheduling at the secondary level 30
Record Keeping 31

STRUCTURING THE CLASSROOM

The manner in which the special education class is organized will facilitate routine tasks for the teacher and help students to know what is expected of them. Structuring the class is done, in part, by the physical arrangement of the room. It is also accomplished by scheduling individuals and groups of students into the room in such a way as to allow activities in the class to continue smoothly as students enter and leave throughout the day. This chapter outlines suggestions for developing room plans and scheduling at the elementary and secondary levels.

DESIGNING THE CLASSROOM

In arranging a classroom, it is necessary to consider the basic instructional and planning areas needed, the location, the number of students who will be in the classroom at any one time, and the teaching and organizational style of the teacher. During the school day, there are many diverse activities in the special education class. The room and the schedule need to be flexible enough to accommodate them. Whether or not an aide is available for part or all of the day should be considered so that various activities do not interfere with each other. If students have already been identified, review their educational needs to help develop a plan on paper and then review it against the criteria at the end of the chapter before beginning to move furniture or order equipment.

Location of the Classroom

When possible, the classroom should be located in a central area of the school, allowing the room to be easily accessible to students and teachers. This helps reduce behavioral problems that occasionally arise when students walk from one room to another. It also encourages teachers to stop in, on an informal basis, to discuss a student or borrow instructional materials. Care should be given, however, to the auditory or visual distractions of a particular location. This type of distraction could come from a gym, lunch room, music room or playground. Since a special education room usually has considerably fewer students than a regular classroom, sounds from ajoining rooms or playground areas are more noticeable.

Teaching and Organizational Style

Before beginning to plan the classroom setting, resource room teachers should examine their own needs. Is it important for everything to be stored out of sight or are open storage areas more appealing? When dividing the room into areas, are low dividers, such as two-shelf bookcases sufficient to define spaces or are visual barriers of student or adult-height necessary?

Some teachers prefer their classrooms to look similar to a traditional classroom while others attempt to make it look as little like a classroom as possible. There is no sense in setting up a classroom along a model which may look pleasant and effective, but contradicts the teacher's own style. In whatever way the room is to be arranged, however, structure needs to be built in since it decreases possible frustration for the student and provides organizers which many special education students need. Such factors as scheduling students for the same time each day and predictable locations for books and learning materials help students to know what is expected each day when they arrive.

Instructional and Planning Areas

Different areas for individual and group activities are needed. The number and size will depend on the age and number of students in the room, how they are grouped and the number of aides or volunteers who may be available to work with students. Individual study areas should be as free of visual and auditory distractions as possible. Commercially produced carrels are available, ranging from sophisticated desk surfaces with walls, shelves and electrical outlets to light cardboard partitions that snap together. Each serves the same basic purpose; therefore, initial costs should be compared with durability and the usefulness of other features. Even in quiet, well-controlled classrooms they will be subject to intentional and unintentional rearrangement. These carrels or other individual areas can also be used as learning centers. Audio-visual equipment can be set up within them to reduce distractions from elsewhere in the room.

Each student should have a place to keep assignments and materials near this area. Individual baskets, cardboard files, folders or boxes might be used as illustrated in Figure 3.1. Again, however, one should consider the age of the students and the durability of the materials as they will be subject to considerable use. Individual storage units give the student something of their own within the classroom and are also an important way to help the teacher to stay organized. Instructional materials for the day or week can be available for the student as soon as they enter the room. This minimizes the interruptions of students who are working, as others arrive and leave at staggered times.

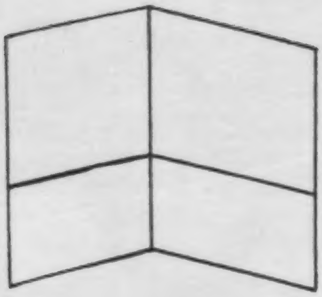
Small-group instructional areas need to be located near blackboards and other instructional surfaces. At least one table and a few chairs of various heights for presenting a lesson or playing a learning game should be available. Often teachers will include an informal area for free-time or less-structured activities. A rug, overstuffed or bean-bag chairs, book displays, and decorations could all contribute to a non-traditional setting where students can relax or read without some of the negative associations they may have developed toward classrooms. This informal setting also can facilitate some of the affective skills teachers and/or social workers try to develop because of its less threatening appearance. Some teachers have a "store" from which students earn rewards by accumulating points, checkmarks, or tokens and this may be located in or near this informal area.

Some teachers like to arrange a small cluster of desks which approximate a traditional classroom environment. In this setting, appropriate student behaviors can be shaped and reinforced, helping the student transfer skills to the regular classroom, such as raising the hand and waiting for the teacher's attention.

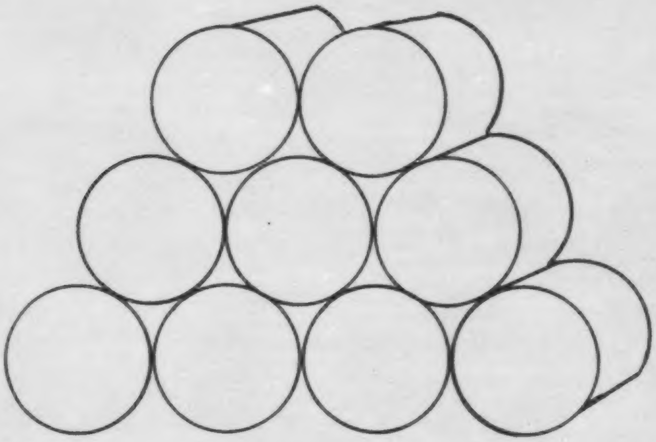
As mentioned above, the size of the furniture should also be noted. Occasionally, one finds a large student sitting in a tiny chair balancing a desk on his knees or a small student trying to reach up to the desk or table surface to write. This is not only uncomfortable but distracts the student from the learning tasks. Elementary teachers should check this throughout the year.

Some teachers utilize a time-out area within the classroom for physically or visually removing a student from the room's activities. Such an area should be free of visual and auditory distractions and quite sturdy if it is intended for students who can be destructive. Many teachers consider a quiet area with a chair and perhaps a desk sufficient, while others have small time-out rooms that are actually constructed within the classroom.

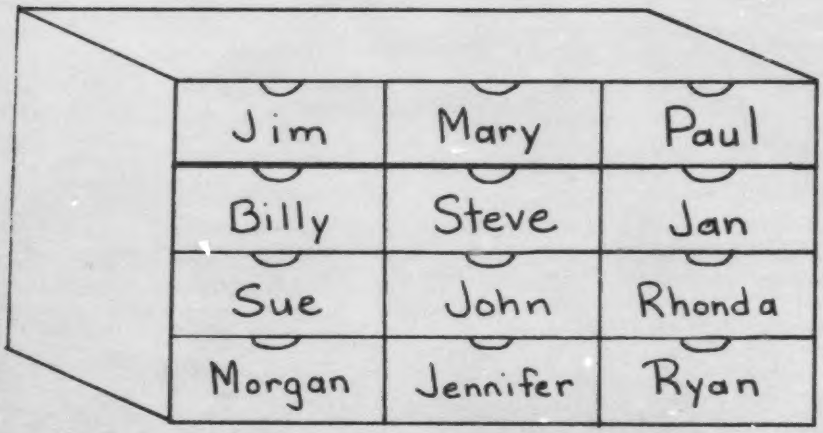
A planning/work area for activities such as developing lesson plans, making instructional materials and grading papers should be set aside. If aides are assigned to the class fulltime, an area should be set aside for their personal items and any materials or tasks on which they may be working. When possible, the planning area should be outside of the general traffic area in the classroom. This allows materials to be readily available as needed and yet remain undisturbed.



Pocket folders are inexpensive but not durable. They usually can only store papers, not cassettes or other instructional materials.



Ice cream drums are low cost and have plenty of storage. One drawback is their bulk.


Jim
Mary
Paul
Billy
Steve
Jan
Sue
John
Rhonda
Morgan
Jennifer
Ryan

Stackable cardboard or plastic drawers offer durability, room for materials in the least amount of space.

Figure 3.1 Three types of organizers for student's materials

Classroom Furniture and Equipment

Sometimes the teacher has little or no control over the furniture and equipment which is provided for the classroom. When possible, however, the teacher needs to consider student chairs and work surfaces, storage, and dividers. Some pieces may serve more than one purpose, as in bookcases used as dividers, or free standing panels which have bulletin boards or chalk boards for surfaces. A standard sized classroom, designed for no more than 8-10 students at any one time, would require:

1-3	Tables (preferably different sizes and shapes)
8-15	Student chairs (various heights depending on students)
4-10	Student desks
2-5	Study carrels
	Teacher's desk
2-3	Adult chairs
2-3	File cabinets (locked)
	Bookcases/storage shelves
	Large cabinets for AV materials, kits, etc.
	Room dividers (can be chalk, tack and/or bulletin board

The following audio-visual items are extremely valuable in a resource room. They save work and allow several students to be working on different instructional activities:

Cassette recorder(s)
Listening center (headphones)
Filmstrip previewer with cassette
Language master or audio flashcard reader

While the preceding list of materials are frequently used and if possible should be permanently available in the resource room, the following are usually used less often and for some teachers having access through a media or AV center would be sufficient:

Controlled readers
Overhead projector
Opaque projector
Tachistoscope
Record Player

Sample Classroom Designs

Figures 3.2 through 3.4 are examples of possible classroom arrangements. Each example incorporates some of the ideas presented in this chapter. Figure 3.2 is arranged in the fashion of a traditional classroom while Figure 3.3 is very nontraditional. Figure 3.4 is designed for younger students. It provides an area for gross motor activities along with the more academic areas. All of the designs utilize the concept of instructional "centers," each designed for a specific purpose with any necessary instructional materials and supplies immediately accessible.

SCHEDULING

Developing a schedule which allows flexibility in assigning students, time for consulting, and still leaves time for a lunch hour can be difficult. An elementary special education teacher attempts to schedule students at a time that is mutually convenient to the general education teachers, but this often means attempting to schedule a large number of students into the special education room at the same time. As an example, in many elementary classrooms reading and math are taught in the early morning and these are the subjects in which many handicapped students need assistance. Secondary teacher schedules are often determined by the class schedules of the students who will be assigned to their classroom. How can a resource room teacher plan a schedule? What factors should be considered?

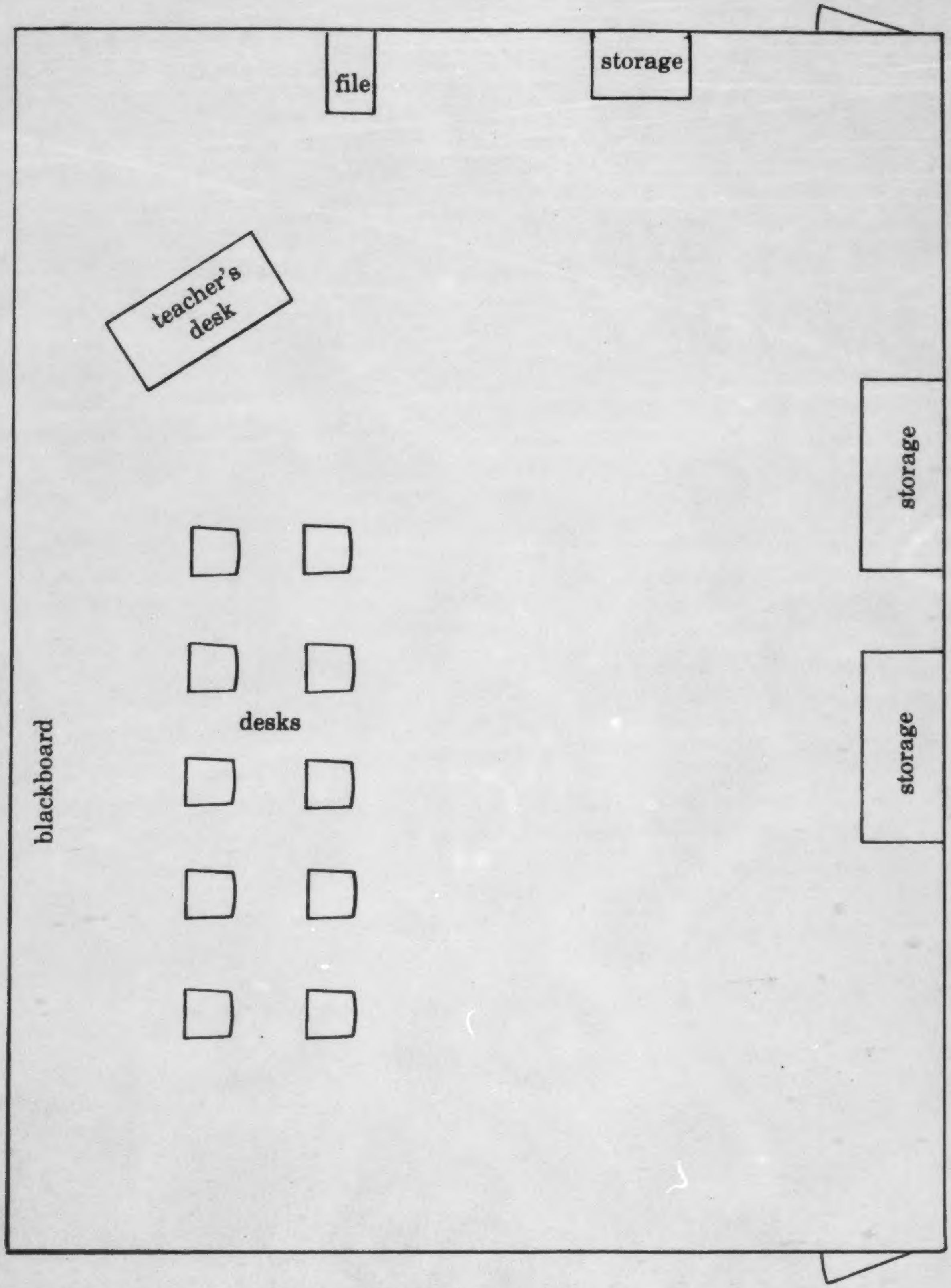

file
storage
teacher's desk
storage
storage
desks
blackboard

Figure 3.2 Traditional classroom design

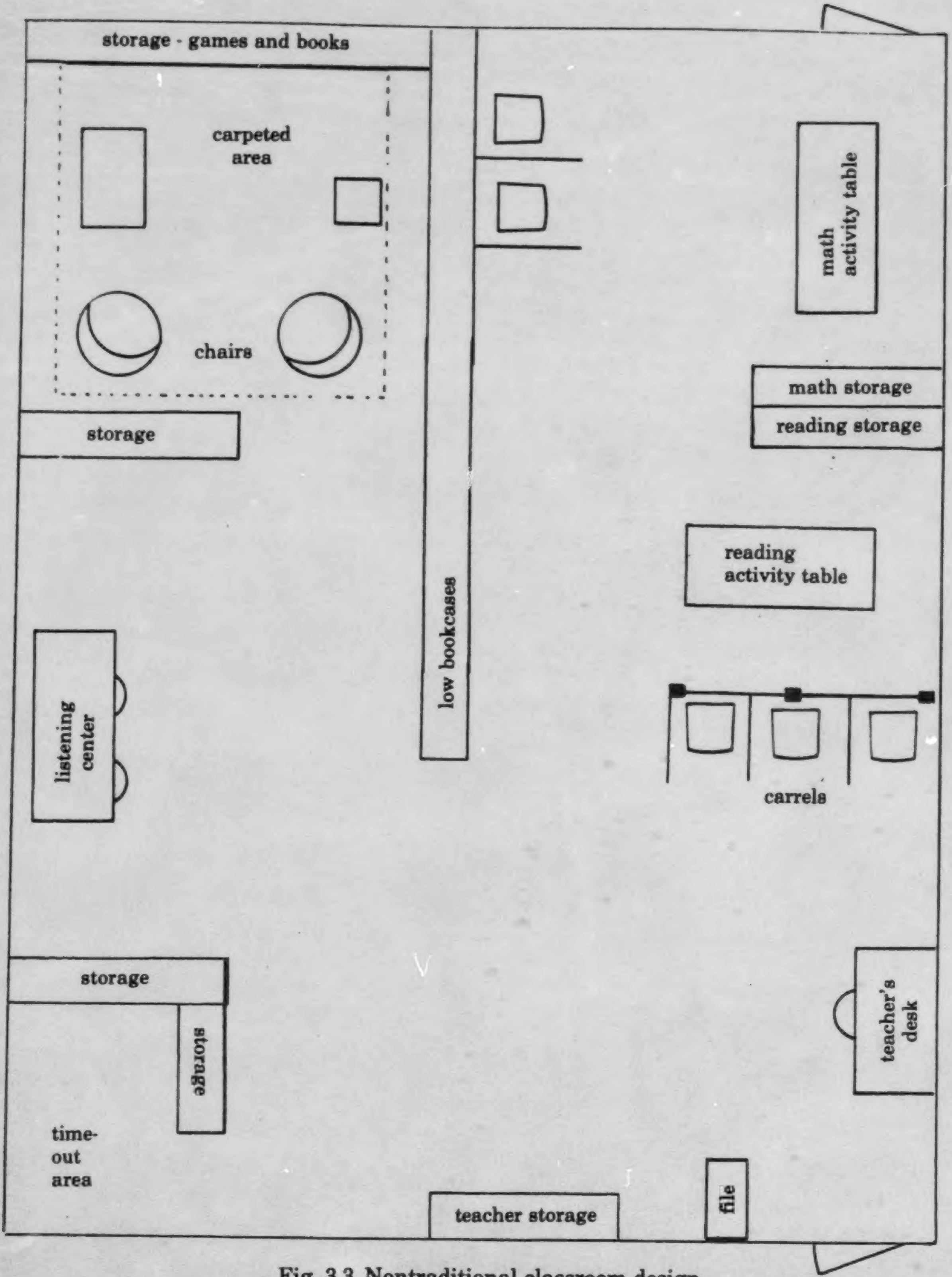

storage - games and books
carpeted area
chairs
storage
low bookcases
math activity table
math storage
reading storage
reading activity table
listening center
carrels
storage
storage
teacher's desk
time-out area
teacher storage
file

Fig. 3.3 Nontraditional classroom design

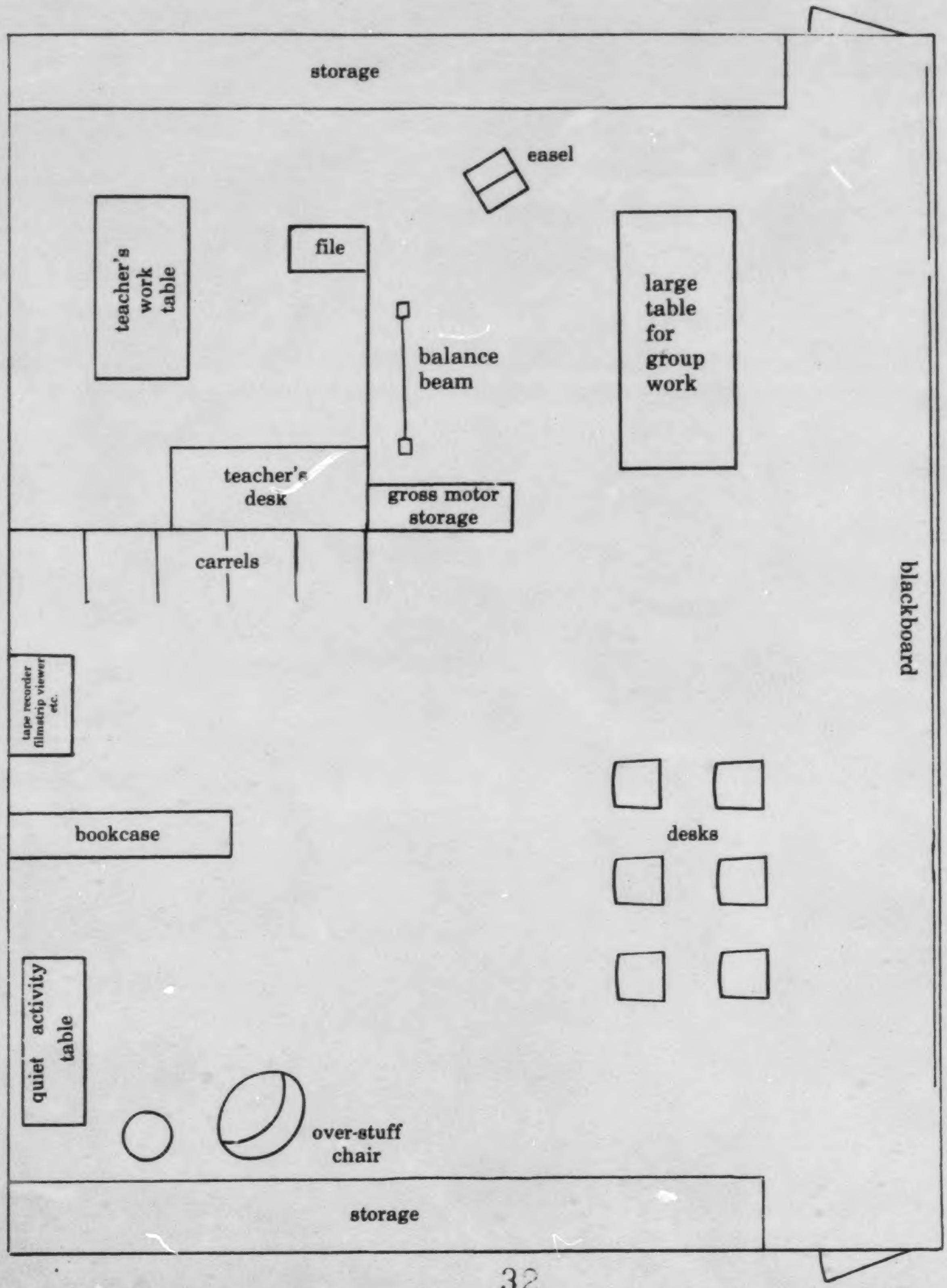

storage
easel
file
teacher's work table
balance beam
large table for group work
teacher's desk
gross motor storage
carrels
blackboard
tape recorder filmstrip viewer etc.
bookcase
desks
quiet activity table
over-stuff chair
storage

Fig. 3.4 Room design for young students which includes gross motor materials.

Factors to Consider in Scheduling

When setting up the initial schedule one should first be aware of any legal restrictions to:

- the total number of students assigned to the class
- the number of students who may be in the class at any one time
- the age range of students who may be in the class at any particular time

Then one should examine the individual students' needs such as:

- the goals and objectives identified on an IEP
- the amount of time identified for special education
- is the student receiving supplemental help or is the instruction in the resource room replacing the instruction in the regular classroom
- need for one-to-one or small group activities
- behavioral problems
- work schedules of secondary students

Once the students have been profiled according to their needs, the teacher may begin to schedule, keeping in mind the following:

- students working on similar skills can be scheduled into the room at the same time
- students from the same classroom may be assigned at the same time
- students should not be scheduled into the resource room during their assigned recess or lunch periods
- students who are easily distractible may have difficulty attending to their tasks if other students are programmed in for gross motor or other noisier activities.

Care should be taken to block out time for consultation with other teachers, planning and lunch. One way to develop a schedule is to block out such times before placing students on the schedule. Otherwise, there will probably not be any time left over.

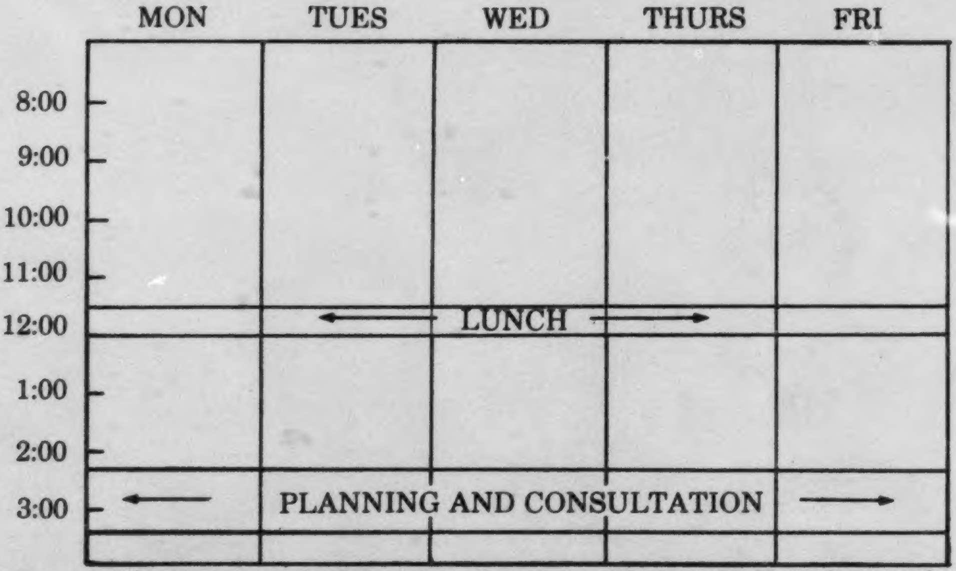


Fig. 3.5 Sample elementary schedule with planning and consultation time at the end of the day.

First consideration should be given to those students who require the greatest amounts of time in the resource room. This time may be in a block or may be staggered throughout the day. It may be different one or more days of the week because of other activities such as music and art. Students requiring less time would then be added, matching students' instructional needs and the teacher's ability to efficiently meet them.

The availability of an aide or volunteers can add considerable flexibility to scheduling. In some schools, paraprofessionals can supervise students while the special education teacher consults with the general education teachers. This is a highly desirable situation, as the special education teacher is then able to meet with the general educators during their particular planning times.

Scheduling at the Secondary Level

Planning a schedule at the secondary level can be extremely difficult. In addition to the factors considered, classtime is usually divided into five or six fixed periods and students may be assigned to the special education class during one or more of these periods. In planning, one would want to consider whether the special education teacher provides the basic instruction in a particular subject or tutors following a presentation of concepts by the general education teacher. In some schools, several special education teachers may divide the subjects to be taught, creating mini-departments. If a special education teacher is team-teaching with a general education teacher, as discussed elsewhere in this book, that period would be unavailable for other students to be scheduled. In the case of students who need minimal or occasional help, they may be scheduled into a regular course with the option of going to the resource room, if needed, on a particular day.

Some secondary teachers are able to schedule a "contact" hour each day. This may be the same period or a different period each day as indicated in Figure 3.6 in order to meet with teachers who have different planning periods. This option would be difficult, unless there are other special education teachers in the building or unless an aide is allowed and available to supervise the room.

	MON	TUES	WED	THURS	FRI
1st Hour	CONS.				
2nd Hour		CONS.			
Lunch					
3rd Hour					CONS.
4th Hour				CONS.	
5th Hour			CONS.		

Fig. 3.6 A secondary teacher's schedule indicating the use of a different contact period each day.

Some secondary schools are on a four- or five-hour day, eliminating lunches and planning periods. This further complicates the scheduling process, especially in finding time to consult with general education teachers. Some teachers use their aides to cover a class for a short time while they meet with classroom teachers. Others rely on joint lesson plans or notes to communicate. It is important, however, that this communication be maintained so that small problems do not grow.

The special education teacher will want to review the classroom plan and schedule that has been developed. When the room plan is completed, examine it for the following:

Are there areas for individual work?
Are there areas for small-group activities?
Are audio visual materials located near electrical outlets?
Are chairs, desks, tables at correct height for students?
Is there storage near each area to store most of the materials and equipment that will be used there?

Is lighting and ventilating adequate?

If gross motor activities are going to be conducted, is there enough open area for students to be safe and still allow other activities to continue?

When the schedule is developed, review it for the following:

Does the number of students vary based on the amount of help the students need?

Have legal restrictions on class numbers been met?

Has consultation and planning time been built in?

The time spent in systematically organizing the classroom and developing a workable schedule will pay off repeatedly in the time saved and the ease with which the teacher can change activities and accommodate students as they move in and out of the room.

RECORDKEEPING

The individualized nature of the special education classroom and the necessity of continual assessment and evaluation of student progress requires a great deal of paperwork. While recordkeeping can be extremely frustrating, it is essential and time spent in effective recordkeeping minimizes time spent: 1) in determining if a student has met the stated goals and objectives and 2) in reporting to other professionals, parents and the student. Four suggestions for quick means of keeping records follow:

1. GRAPH PAPER CHARTS

   A piece of graph paper mounted on larger heavier paper and labelled with the student's name and the activity being monitored. This can be put on a wall, on a desk or in a work folder. The chapter on modifying curriculum shows the technique for graphs and charts. This type of graph can be used to record such items as the number of vocabulary cards identified each day or the number of math problems completed. Any type of frequency data can be recorded on a graph chart. However, one should attempt to keep graphs which measure the student's progress against himself/herself rather than against other children. children.

2. CUSTOM MADE RECORDING FORMS

   Custom made recording forms can be made for any instructional material consisting of many skill or activity cards arranged in a sequential order. Some commercial materials have recording forms built in, but many do not. Whenever such a material will be used for several students or more, it is effective to make such a recording form and make copies to use as needed. The following example illustrates a teacher-made recording form for a math skill series.

Math Skill Cards

Level 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Level 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Level 3

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

3. CONTRACTS

   Behavioral and grading contracts described in Chapters nine and ten offer effective means of recording changes in students' academic and behavioral progress. Completed contracts should be kept on file.

4. WRITTEN BEHAVIORAL PLANS

   Behavioral plans will also record student progress. Chapter nine describes how to construct and review behavioral plans. Keep samples of completed work in a file as examples for parents, other teachers and future IEP's. Used in conjunction with the other recordkeeping device, a complete record of the student's progress is available.

CHAPTER 4 OUTLINE: Effective Use of Aides

Paid Aides and Paraprofessionals 34
Volunteer Aides 34
Planning the Effective Use of an Aide 36
Roles and Responsibilities 38
    Instructional tasks 39
    Non-instructional tasks 40
Training 41
    The role of the aide 41
    Child and adolescent development 41
    Handicapping conditions and the effect on learning 41
    Behavioral strategies 41
    Reading 41
    Math 41
    Making audio-visual and the instructional materials 42
    Using instructional and office equipment 42

EFFECTIVE USE OF AIDES

The effective use of an aide extends the eyes, hands and time of the special education teacher. An aide increases the amount of one-to-one contact available to students. Aides may work individually with students while the teacher works with a large group or they may supervise a large group while the teacher instructs individual students or performs diagnostic assessment. Work and behavior can be monitored more closely, permitting less time to elapse before corrections are made. The amount of time the teacher spends in routine clerical and instructional tasks is reduced, allowing additional time for planning and meeting with other personnel involved with the students. Aides can also be a sympathetic ear to the student with a problem who may not want to approach the teacher. This chapter discusses the use of paid and volunteer aides, the various roles of the special education aide, types of training programs, and examples of tasks which special education aides can perform.

PAID AIDES AND PARAPROFESSIONALS

Some states require aides in some or all special education programs. Occasionally the law will require that they have some level of training. This may range from the need to be a high school graduate to sophisticated systems in which aides receive certificates indicating increasingly higher levels of coursework training. Paid aides, however, are often considered a luxury in general school budgeting and may be available for only a few hours a day or not at all. Teachers in these last two situations, particularly, may want to refer to the section on volunteer aides.

There are some obvious advantages to the use of paid aides or paraprofessionals over volunteers. Many have had some type of advanced training. They tend to be available for longer time periods and more dependable. There are also certain types of responsibilities, such as monitoring students, which should be assigned to trained adults rather than to, for example, student aides. Also it is usually less difficult for the trained paraprofessional to discipline or correct a student than it is for the volunteer who is "helping" in the classroom.

VOLUNTEER AIDES

Whether or not paraprofessionals or paid aides are available, a special education teacher may want to utilize volunteer aides to increase the amount of individual attention given to students and provide assistance to the teacher with many clerical and other non-instructional tasks.

There are many sources of volunteer aides. Some schools utilize groups of retired or senior citizens, tapping a source of considerable knowledge and talent. In other districts, high school students are utilized either through a future teacher's organization or volunteer programs for which they receive credit. The Bucket Brigade is a well-recognized system of training volunteers in elementary schools whose name comes from the "bucket" of instructional materials used by the aide in reinforcing basic concepts.

Within the school-building, one can also find assistance. Cross-age or peer-tutoring programs utilize students within the class or from different grade levels to work with students in various types of learning activities. They may, for example, listen to students read, practice flashcards or monitor learning games. Properly structured, these types of programs have advantages for the teachers, the student being tutored and the tutor.

The teacher can plan more learning activities for each student. The student being tutored receives the individualized help that is needed and the student-tutor is reinforced by the helping relationship that is established. This is especially true for low-achieving students whose fellings of self-confidence increase as they help another student. This increased self-confidence and interest in school activities has wide ranging benefits for both the student-tutors and their teachers.

Volunteers do not, however, even need to enter the classroom to be of great benefit to a special education program. Some can record chapters or text books on tape for students to study from. In some high schools, students in speech classes receive credit for such activities. Students in graphics classes may design instructional materials as a project, while workshop students can make balance beams or other equipment for the classroom.

PLANNING THE EFFECTIVE USE OF AN AIDE

While it definitely takes time from other responsibilities to plan effectively for an aide, the returns can be great. Students receive more individual attention and the teacher has time to explore and implement many more ideas for improving the program. After the teacher and the aide get to know each other and understand how each functions in the program, the amount of time needed to plan the aide's activities will decrease considerably.

When a new aide begins to work in the program, the teacher should take time to explain the purpose of the program and make introductions to the students. Building level rules and procedures are also important for the aide to understand and follow, especially emergency procedures. Acquaint them with the staff and the building layout. Check with the building administrator to determine if the aide should or may attend building staff meetings. Show them where audio-visual materials, textbooks, and supplies are stored. A three-ring notebook would be a convenient way of storing written procedures, maps, personnel lists and other information for quick reference.

If the aide has not had experience or coursework, the teacher should gradually assist the aide in understanding how various disabilities affect the students' learning, the behavioral strategies employed in the class and the importance of confidentiality. This may be done through the use of audio-visual materials or books, in addition to discussions with the teacher. In some districts, there are inservices for special education aides.

As the teacher and aide continue to work together, it is important to maintain communication. Set aside a time each day, usually before or after school, to review the previous day's activities. Problems with students should be discussed and strategies planned. The activities for the next day should be outlined and necessary instructional supplies checked. In this way, both the teacher and the aide are aware of the day's plan and how they will be working together. Some teachers use their lesson plans to outline the instructional activities that each will be providing. Continue to provide the aide with articles which may improve instructional or affective skills. Their knowledge of handicapping conditions, behavioral strategies and instructional techniques should continue to grow.

Later in this chapter, various types of training options will be discussed, but it is in the day-to-day interactions that an aide will learn the most. Take time to explain why a particular strategy was used. Provide suggestions as to other ways in which the aide could have handled a situation. Learn what skills the aide is bringing into the classroom. Music or art talents may be available. Perhaps the aide worked in an office and has secretarial and organizing skills which could benefit the program. Lastly, listen to ideas and suggestions the aide may have. They may have different perceptions of a student or a situation which can contribute to developing a better program for a child.

Both paid and volunteer aides should be made to feel as much a part of the program and the building as possible. While many of the suggestions earlier in this section obviously apply to paid aides, one should review them as they apply to student, parent or senior citizen volunteers. Find out their talents and skills. Allow these to enhance the program. Make them aware of any building rules or procedures that might affect them, such as fire or tornado drills. While someone who volunteers two hours per week probably does not need to know the names of everyone in the building, they should be introduced to the building principal, the secretary and any others with whom they will have contact.

Activities performed by an aide should vary. Practicing flashcards or listening to students read every day soon becomes very boring. This is especially true for the volunteer aide who may be working in the room for only an hour or two at a time. Being given the same task repeatedly will lower their enthusiasm and it will become very easy to find more important things to do than volunteer in the special education room. After you have given the volunteer several different tasks, find out which ones they especially like and dislike. This will help in future planning. Obviously, the more interested they are, the more likely they are to continue assisting in the classroom.

The next section will describe a variety of tasks which can be assigned to an aide. Select them based on the skill level and talents of the individual but keep in mind any limits on their responsibilities by policy, law or common sense.

ROLES AND RESPONSIBILITIES

By definition, a teacher's aide is one who assists the teacher by performing instructional tasks, without assuming the the primary responsibility for students or their programs. The special education teacher is responsible for developing lesson plans and for the presentation of new lessons or concepts. The aide then assists in a variety of activities to reinforce what has been presented by the teacher. In some cases, the teacher may want to work with or evaluate a student. The aide may then be used to assist the other students with their assigned tasks. Sometimes the aide may work with an individual or small group of students to reinforce a skill while the teacher works with the remainder of the class.

Aides may follow up a teacher's lesson in many ways. They can provide drill work for rote skills such as counting or letter identification using flashcards or instructional materials. They may listen to a student's oral reading assignment. Aides can supervise instructional games or activities, in addition to free time. They may provide help as a student uses programmed materials. Some students may need almost one-to-one supervision to complete assignments, either because the process for solving a problem needs to be constantly repeated or the student needs to be reinforced frequently. The aide may also help students with activities at learning centers by explaining directions and by encouraging students to complete tasks.

Much of the time that the aide and teacher are functioning within the Monroe Model, they are both working with individuals and small groups of students performing similar activities. This is appropriate, as the teacher has determined what each of them will be doing based on the student's needs. While the aide may be assigned to administer and grade an objective test from the regular class or the resource room, the teacher is responsible for any diagnostic tests and for interpreting the results.

State laws and local policy determine the degree to which an aide can be responsible for the classroom in the absence of the teacher. In some schools the teacher must be present in the classroom. In others, the teacher may arrange for the aide to be supervising activities in either the regular class or the resource room while the special and general education teachers have a conference. They should not, in any case, function as a substitute teacher or other professional. While it is true that when a substitute teacher enters the class the aide has a better understanding of the program operation and the students, they are the responsibility of the substitute teacher. This position is usually modified if the aide is certified as a substitute teacher. In this case, the aide may function as a substitute, subject to union contracts and district policy.

Occasionally, an aide will be assigned to a single special education student. This is done when physical or emotional impairments are so serious as to require individual assistance throughout the school day. Depending on state laws, this usually requires an IEP and in some cases a special request to the State Department of Education. This situation is rare, however, and in the routine of a resource type room it is expected that the special education teacher would not assign responsibility for particular students primarily to the aide because of a personality conflict or because the student's behavior is extremely problematic. The teacher's observations and intervention skills are necessary to make any program changes for the student.

An aide may work with handicapped students in the regular classroom. As an example, a shop class may have several handicapped students participating. The aide could be assigned to reinforce the concepts presented by the teacher and assist the students as they learn to use the equipment. This strategy of providing assistance in the regular class can facilitate general education teacher's acceptance of handicapped students in their classroom. It is important, however, that the aide be restricted to working with the special education students if the funding or reimbursement source specifies that a special education aide may only work with identified handicapped students.

Aides may be assigned to transportation vehicles. Some severely multiply impaired students may require constant monitoring of seizures or other medical needs. Other students' emotional impairments are so severe that they need constant supervision by someone besides the driver.

While a considerable portion of an aide's responsibilities lies in the instructional area of tutoring, reinforcement and other assistance to the student's learning process there are many responsibilities that do not include working directly with students, but are essential to the efficient operation of the program. Basic clerical/secretarial tasks such as filing, typing and organizing material may be the aide's responsibility. They may also make instructional material such as learning games, charts or bulletin boards. An aide can tape sections or chapters of textbooks with study questions for students who cannot read the text. The teacher is referred to the chapter on modifying curriculum for other ways in which the aide can assist in developing needed instructional material. It should be noted that having an aide does not make the special education teacher's job easier. An aide relieves the teacher of some of the routine tasks required and enhances the program by providing more help to handicapped students.

Instructional Tasks

Aides may assist in many instructional tasks throughout the school day. Note that their activities are the results of the instructional plan developed by the teacher and usually follow an initial presentation of material and concepts by the teacher. As part of the instructional activities of the class, an aide may:

review vocabulary, math facts, etc., with flashcards or other drill material.

observe the student and/or teacher (i.e., recording baseline data, keeping records of student progress)

listen to student's oral reading

assist students with assignments after the teacher has presented the lesson

supervise instructional games/activities

read tests to non-reading students

assist students with seat work

tutor individual students

reinforce with verbal or concrete rewards

assist handicapped students with lessons in the regular classroom

maintain order and discipline in the classroom

Non-instructional Tasks

Non-instructional tasks include those activities which, while essential to the operation of the class, are not directly related to the instructio of students. These are the behind-the-scenes activities, taking many hours, that make the program run smoothly. Recordkeeping and paperwork in a special education class are overwhelming and an aide can assist a great deal in these clerical requirements. The construction of instructional materials also consumes a great deal of time but is necessary in order to modify curriculum to the specific needs of the student.

To assist in non-instructional activities an aide can:

check papers
file student or instructional materials
record attendance, grades, student progress
duplicate materials
type
make instructional materials (games, flashcards)
make bulletin boards
make tape recordings of textbook chapters for students with reading difficulties
set up audio-visual equipment
pick up and return instructional materials, equipment, supplies
maintain classroom environment
read stories or other texts
make instructional charts
reinforce directions that have been given by the teacher
maintain student work folders
supervise lunch or playground activities
help during fire or tornado drills
write for materials
maintain written or telephone correspondance

There are other functions which aides in special education can perform which contribute to the operation of the program. They may:

assist in transporting students with medical or behavior problems
assist bilingual students (bilingual aides)
assist hearing or visually impaired students in regular classroom by note taking or signing
assist with needs of physically or impaired students such as eating, toileting, removing braces, getting to classes

There are also activities which aides or paraprofessionals should not perform since they are not the primary person responsible for students or their programs. Care should be taken that they assist or work under the direction of a teacher in order to avoid problems. These tasks include:

Functioning as a substitute teacher or other personnel (unless appropriately certified)
Developing a student's instructional program
Accepting sole responsibility for classroom
Accepting sole responsibility for preparing lesson plans
Assigning grades to students

TRAINING

There are two major means of training aides or improving their knowledge and skills: college level coursework which often leads to an associate's degree and inservice presented by local or state agencies. For three reasons, this section outlines the topics which would be covered in such programs. First, the special education teacher may assist in identifying areas of need in a district inservice plan. Secondly, they may assist in developing a training program. Lastly, they may want to improve the skills of the aide assigned to their class. In that case, this section provides an outline of the type of material that should be considered.

Many of these topics, such as child development and behavioral management strategies would benefit other aides in a building or district. It should also be noted that aides can often benefit from the inservice provided to the teaching staff. While a brief description follows each topic heading, the amount of time available will determine how extensively each subject can be covered. Several topics might be presented in a single in-service or an individual topic may be treated as an entire course.

The Role of the Aide

This overview activity includes defining the role of the aide in the special education program, including the relationship with the teacher. It outlines the types of tasks the aide may be assigned. Techniques for getting acquainted with the staff, the students, the building and procedures should also be described.

Child and Adolescent Development

An understanding of the physical, cognitive and emotional growth of children will help an aide in effectively working with students. Knowing that certain behaviors are appropriate for a particular age will decrease many frustrations that can arise. It will also help in understanding the problems that some students experience.

Handicapping Conditions and the Effects on Learning

Once the aide has knowledge and expectations related to normal child development, they then need to learn how various handicapping conditions can affect learning. At the same time, they should also receive an explanation of how certain expectations should not be lowered because a student has a handicap. As an example, academic expectations should not be lowered for many physically impaired students.

Behavioral Strategies

Dealing with everyday discipline, crisis situations, and long-term behavioral plans will be an integral part of the aide's responsibilities. A knowledge of various behavioral techniques and strategies will assist them in working with the students directly and also in understanding the teacher's actions.

Reading

An overview of how children learn to read and various techniques of reading instruction will help the aide in following up the teacher's reading instruction. A basic understanding of such areas as functional vocabulary, sight words and phonetic or language-experience approaches, will increase the aide's contribution in the classroom.

Math

As in reading, aides will be better able to follow-up on the teacher's instructional activities in math if they have a knowledge of how children learn mathematics and the basic concepts being presented. Many aides are not very familiar with the metric system or other concepts and review or instruction would give them more confidence when working with the students.

Making Audio-Visual and other Instructional Materials

Aides can be of great assistance to the special education teacher if they have some basic skills in creating audio-visual and instructional materials. Making transparencies, tapes, games and bulletin boards are only a few of the topics which can be covered.

Using Instructional and Office Equipment

A basic understanding of how to use some of the equipment found in the special education room and elsewhere in the building is extremely important. Office equipment includes the xerox machine, thermo-fax and spirit duplicator. The aide should also have a knowledge of setting up and operating such audio-visual equipment as movie projectors, filmstrip/cassette projectors, cassette recorders, record players, opaque and overhead projectors and audio flashcard readers.

The aide can be a considerable asset to the special education teacher. With more training and inservice, their contributions increase significantly. Their role and responsibilities can be very broad and it is important that the aide, the teacher and in many cases the students are aware of how they function in the program.

CHAPTER 5 OUTLINE: Alternatives to Special Education

Identifying the Learning or Behavioral Problem 44
Alternatives within the General Education Classroom 45
Supplemental Help 45
Changing Classroom Assignment 46
What if These Alternatives Don't Work? 46
Sample Forms 46

ALTERNATIVES TO SPECIAL EDUCATION

General and special education administrators are concerned about the recent explosion in the number of special education students, teachers, programs and services. Most districts face declining enrollment and decreased revenues, while their special education costs soar. Many general education teachers compare the size of their class and the amount of materials available to them with those of the special education teacher and feel that with fewer students, more materials and less interruptions from students moving in and out of the classroom, they can help students much more. On the other hand, when confronted with a student's learning or behavior problems, they frequently refer the student for special education services.

In addition, for many years a controversy has existed over the labelling and placement of students in special education. A stigma was attached by teachers, other students and later employers to students who attended special education programs. Some general education teachers also experienced a "loss of ownership" of the special education student in their class, feeling that once special education became involved, the responsibility for the student was transferred. In addition, expectations were often lowered for handicappers in intellectual or behavioral areas unaffected by their handicap. This effectively prevented many students from reaching their full potential.

How then, does one decide that special education is necessary for a particular student? Do the personal and administrative advantages of placing a student outweigh the numerous disadvantages? It should not be a quick or easy decision to refer a student for special education. Appropriate general education alternatives should be attempted before initiating a referral for academic, behavioral or health related problems. Documenting these alternatives is necessary in view of P.L. 94-142 requirements and some state legislation. It also helps to justify a placement which has many potential negative effects. But what are those alternatives? This chapter presents three types of alternatives within the regular school setting:

academic and behavioral strategies within the general education classroom
supplemental help from general education consultants or programs and outside agencies

placing the student in another educational classroom setting

In addition, it describes how to document alternatives attempted, once the decision to make a referral has been made and the general education teacher becomes part of the multidisciplinary team.

IDENTIFYING THE LEARNING OR BEHAVIORAL PROBLEM

In order to choose appropriate strategies, one must first identify the learning problem in specific terms. In the case of academic problems, such as "poor reading ability" one should examine whether it is word identification or comprehension which is a problem. Is the reading problem more obvious in particular subject areas?

Do behavioral problems manifest themselves in particular subjects or at certain times of the day or week? Some metabolic health problems may result in behavioral changes related to what and when the student has eaten. For others visiting a non-custodial parent on weekends may affect the student before or after the weekend.

Sample problem statements include:

Mary has difficulty attending to lessons presented to the entire class. She leaves her seat, talks to other students and finds other things to do, such as sharpening her pencil.
Bill miscalls words when reading and does not remember what he has read.

ALTERNATIVES WITHIN THE GENERAL EDUCATION CLASSROOM

The first attempts to provide alternatives to special education placement should occur within the general education classroom. The special educator may need to review the types of options that are available.

Students may experience difficulty with their academic work for different reasons. One student may be easily distracted by other activities in the classroom and visual barriers, such as carrels or room dividers, might improve attention. Moving a student's seat closer to the teacher allows the teacher to be sure the distractable student has focused attention. If the student is having difficulty with the instructional material because it is written at too high a reading level, the teacher may select materials which present the same concepts at a lower reading level or the teacher may decide that the concepts are too difficult and change the curriculum for a particular student. Ideas for modifying curriculum are presented in Chapter eight.

The teacher may use informal assessment techniques to determine the student's strengths and weaknesses in a particular subject area. Some of these are commercially available while others are constructed by special or general educators. The reader is referred to Chapter six, for further information on constructing assessment devices for basic skills or particular subject areas.

School difficulties for some students are behavioral rather than academic. Picking fights, name-calling or withdrawing may be the student's reaction to a learning task which is too easy or too difficult. If careful examination indicates that the instructional content and materials are appropriate to the student's skill level, the teacher should consider medical, social and environmental causes. Behavioral intervention ranges from simple strategies such as changing a student's seat to complex shaping or contingency contracts.

The amount of time and energy the teacher has available and the nature and severity of the problem will help indicate the type of intervention to be considered. For example, it should be remembered that sometimes a behavioral or classroom management technique appears to consume a great deal of time to implement, but if the reward is the elimination of an undesirable behavior, it may be worth the effort in the long run. Changes within the classroom may include a change in the teacher's expectations for a student. Knowing the strengths and weaknesses of a student may increase or decrease the teacher's demands in various learning or behavioral areas. Many behavioral strategies are described in Chapter nine.

SUPPLEMENTAL HELP

When a variety of strategies within the classroom have been tried and found unsuccessful, the next level of intervention is the involvement of supportive or supplemental help from various professionals or paraprofessionals. Students who are experiencing family or other types of social/emotional difficulties may be referred to guidance counselors, social workers within the school setting or Mental Health or other family service agencies within the community. Administrators and special education professionals should familiarize themselves with the referral processes to these community agencies. Aides may be assigned to work with a student in directed one-to-one activities, in a tutoring or basic skill program or they may monitor group activities while the teacher instructs or assesses the needs of individual students. The reader is referred to Chapter four which indicates many ways in which aides can be utilized. The teacher may request consultive or indirect services from special education teachers, teacher consultants for curriculum ideas or techniques for working with particular disability areas, social workers for behavioral/emotional problems, etc. In this way, possible techniques may be suggested without the direct involvement of the special education personnel with the student, which would require a special education referral and/or placement.

CHANGING CLASSROOM ASSIGNMENT

There are times when only changing the student's classroom assignment will effect the changes desired. Occasionally a personality conflict exists between a particular teacher and the student. Assigning the student to the same course at the same level taught by another teacher may eliminate the problem. Other students may need a similar course taught at a less abstract level.

WHAT IF THESE ALTERNATIVES DON'T WORK?

Obviously, there are students for whom these alternatives will not be sufficient and a special education referral is in order. At this point, the general education teacher makes a significant contribution by identifying the strategies which have been attempted and the degree of success achieved with each. This information provides assistance both in the diagnostic process and in subsequent programming if the student is placed in special education. Forms 5.1 and 5.3 illustrate ways in which the general education teacher can identify learning problems and record information to use for the referral or IEP processes. Occasionally, a student will go through the evaluation process and not be determined eligible for special education services. This can be extremely frustrating to the general education teacher. In some of these cases, the student may even be determined eligible at a later point in time. In the meantime, however, the special educator can suggest other alternatives. While it is not possible for the special educator to work directly with the student, the indirect method of consulting with the general education teacher will help build solid relationships between the professionals and will help the student who is having difficulty. Additionally, it is an efficient use of the skills of the special educator, especially when the student's learning or behavior problem is resolved without placement in special education.

SAMPLE FORMS

Forms 5.1 and 5.3 illustrate a convenient way for elementary and secondary general education teachers to identify the specific learning problem and the intervention strategies that have been attempted. These forms can be used at the referral level, in the diagnostic process, and when developing the IEP to provide valuable information about the success of each technique tried. Some districts require this information to be provided at building screenings which generate referrals. Not all of the strategies listed would have to be used and those identified on the form are only a few of many possibilities. Figures 5.2 and 5.4 illustrate completed forms with an identified learning problem and alternatives attempted. Teachers should, however, attempt at least several strategies before making a referral for special education services.

While we may wish to provide services to any child who needs them, special education laws require the student meet strict eligibility requirements. Documenting the alternative strategies attempted will be of extreme importance in determining eligibility and in many cases will resolve educational problems without the need for special education. General education options that may have been forgotten are reviewed and perhaps attempted before a special education referral is initiated.

Alternatives to Special Education Services
(Elementary)

Learning or Behavioral Problem (describe in detail):

Strategies Attempted	Describe alternatives attempted, length of time	Results
Within the classroom:		
Assessment of strengths/weaknesses		
Informal assessment or screening of entire class or individuals		
Vision		
Hearing		
Speech/Language		
Teacher-made academic survey		
Instructional materials		
Substitute another textbook		
Provide supplementary books		
Use tape or other audio-visual format		
Discuss with curriculum consultant		
Modify instructional techniques (cueing, masking)		
Reducing tasks		
Concrete instructional materials		
Use different sensory modalities		
Behavioral intervention techniques		
Reinforcement-verbal		
Reinforcement-concrete		
Time-out		
Ignoring		
Role-playing		
Contracting		
Parent contact (phone, letter, conference, visit)		
Classroom meetings		
Change seat		
Move desk		
Use carrel		
One-to-one assistance		
Peer tutoring, volunteers, aides		
Other:		

Form 5.1

Strategies Attempted	Describe alternatives attempted, length of time	Results
Supplemental Help		
Referrals to other agencies		
Mental Health		
Family Social Services		
Health Department		
Protective Services		
Family Therapy		
Other medical services		
Bilingual/Bicultural programs		
Learning centers (math, reading, etc.)		
Remedial reading		
Visual, hearing screening		
Guidance counselor		
Social worker general education referral		
Other:		
Removal from class:		
Change teacher - same subject (same or different course content)		
Change subject		
"Adjusted curriculum" courses		
Alternative program/school		
Developmental kindergarten		
Transition rooms (i.e., between first and second grade)		
Other:		

Form 5.1 cont.

Alternatives to Special Education Services
(Elementary)

Learning or Behavioral Problems (describe in detail):

Ann is behind the rest of the class in reading and in math. She is very distractable. She never completes her assignments. She is in the lowest reading group in the third grade.

Strategies Attempted	Describe alternatives attempted, length of time	Results
Within the classroom: Assessment of strengths/weaknesses Informal assessment or screening of entire class or individuals Vision Hearing	Vision and hearing screening conducted in September	Passed both screenings
Speech/Language Teacher-made academic survey	Knows addition and subtraction facts through five	
Instructional materials Substitute another textbook Provide supplementary books Use tape or other audio-visual format Discuss with curriculum consultant	Tried to change reading groups	Already in the lowest reading group
Modify instructional techniques (cueing, masking) Reducing tasks Concrete instructional materials Use different sensory modalities	Phonics screening	Recognizes most consonants vowels - none except short a and i
Behavioral intervention techniques Reinforcement-verbal Reinforcement-concrete Time-out Ignoring Role-playing Contracting Parent contact (phone, letter, conference, visit)	Flashcards of sight words	learns these gradually but successfully
Classroom meetings Change seat Move desk Use carrel	Manipulative materials in math	works well
One-to-one assistance Peer tutoring, volunteers, aides		
Other:		

Fig. 5.2

Strategies Attempted	Describe alternatives attempted, length of time	Results
Supplemental Help		
Referrals to other agencies Mental Health Family Social Services Health Department Protective Services Family Therapy Other medical services	Tried sending her to "Learning Center" for more drill in phonics and math	Very structured materials worked, others did not
Bilingual/Bicultural programs		
Learning centers (math, reading, etc.)		
Remedial reading	Changed her seat to front of class	Helps a lot - she needs to be checked on often
Visual, hearing screening		
Guidance counselor		
Social worker general education referral		
Other:	Use other students to practice rote activities.	Works okay if well supervised
	Instructional games	Work well.
Removal from class:		
Change teacher - same subject (same or different course content)		
Change subject		
"Adjusted curriculum" courses		
Alternative program/school Developmental kindergarten Transition rooms (i.e., between first and second grade)		
Other:		

Fig. 5.2: Example of completed elementary alternatives form

Alternatives to Special Education
(Secondary)

Learning or Behavioral Problem (describe in detail):

Strategies Attempted	Describe alternatives attempted, length of time	Results
Within the classroom:		
Assessment of strengths/weaknesses		
Reading screening administered to entire class or individuals		
Hearing		
Vision		
Teacher-made tests or surveys		
Instructional materials		
Substitute another textbook		
Provide supplementary books		
Use tape or other audio visual formats		
Discuss with curriculum consultant		
Modifying instructional techniques (cueing, masking)		
Alternative reading approaches (language experience, sight, phonetic)		
Changes in classroom environment		
Change seat		
Move desk		
Use carrel		
Behavioral strategies		
Reinforcement-verbal		
Reinforcement-concrete		
Time-out		
Ignoring		
Contracting		
Parent contact (phone, letter, visit)		
Isolation		
Referral to guidance counselor		
One-to-one assistance		
Peer-tutor, volunteer, aide		
Other:		

Form 5.3

Strategies Attempted	Describe alternatives attempted, time	Results
Supplemental help		
Vision, hearing screening		
Referrals to other agencies		
Mental Health		
Family/Social Services		
Vocational Rehabilitation		
Other job placement sources		
Health Department		
Protective Services		
Bilingual/Bicultural programs		
Career counseling		
Learning centers (math, reading)		
Remedial reading		
Guidance counselor		
Social worker		
Other:		
Removal from class		
Change teacher-same subject (same or different course content)		
Change subject		
Assign to "adjusted curriculum" course		
Alternative program/school		
Vocational assessment		
Vocational program		
Adult basic education		
After school programs		
Night school		
Court referral		
Rearrange schedule		
Other:		

Form 5.3 cont.

Alternatives to Special Education
(Secondary)

Learning or Behavioral Problem (describe in detail):

Paul is a constant disruption in class - making noise, poking at other students, swearing. He does not complete assignments or tests although he seems to know the material.

Strategies Attempted	Describe alternatives attempted, length of time	Results
Within the classroom:		
Assessment of strengths weaknesses	Achievement tests	average for grade level
Reading screening administered to entire class or individuals		
Hearing		
Vision		
Teacher-made tests or surveys		
Instructional materials		
Substitute another textbook		
Provide supplementary books	Tried having him do projects instead of written assignments	still didn't finish
Use tape or other audio visual formats		
Discuss with curriculum consultant		
Modifying instructional techniques (cueing, masking)		
Alternative reading approaches (language experience, sight, phonetic)	Changed seat to front of class	turned around more often
Changes in classroom environment		
Change seat		
Move desk		
Use carrel		
Behavioral strategies	ignoring - short term ran out of patience	didn't work
Reinforcement-verbal		
Reinforcement-concrete		
Time-out		
Ignoring		
Contracting		
Parent contact (phone, letter, visit)	contacted parents	his mother said she couldn't get him to do anything either
Isolation		
Referral to guidance counselor		
One-to-one assistance Peer-tutor, volunteer, aide		
Other:		

Fig. 5.4

Strategies Attempted	Describe alternatives attempted, time	Results

Supplemental Help
Vision, hearing screening
Referrals to other agencies
  Mental Health
  Family/Social Services
  Vocational Rehabilitation
  Other job placement sources
  Health Department
  Protective Services
Bilingual/Bicultural programs
Career counseling
	talked with other teachers	Paul does well in his lab science class and shop. Poorly in literature and math.

Learning centers (math, reading) Remedial reading Guidance counselor Social worker Other:	Sent him to guidance counselor	He told her he hates school and is only staying until he can drop out. But he seems to like classes which let him work with his hands - he wants a job "working on cars."

Removal from class
Change teacher-same subject (same or different course content)
Change subject
Assign to "adjusted curriculum" course
Alternative program school
  Vocational assessment
  Vocational program
  Adult basic education
  After school programs
  Night school
  Court referral
Rearrange schedule
Other:		

Fig. 5.4: Example of completed secondary alternatives form

CHAPTER 6 OUTLINE: Referral and Diagnosis

Pre-Referral Screening - General Education Referral 57
  Elementary school level 57
  Secondary school level 58
Multidisciplinary Evaluation Team (MET) Referral - Special Education Referral 62
  Indirect assistance at the elementary school level 67
  Indirect interventions at the secondary school level 67
  Direct assistance at the elementary school level 67
  Direct assistance at the secondary school level 68
Diagnosis 69
  Role of school psychologists 69
  Role of school social worker 70
  Role of general education teachers 70
  Role of parents 71
  Role of vocational assessor 71
  Role of special education teacher/consultant 71
Educational Diagnosis 75
  Observation 76
  Informal tests of specific subjects and areas 80
    Phonics 80
      Letter sound recognition - elementary
      Letter sound recognition - secondary
      Auditory discrimination - elementary
      Auditory discrimination - secondary
      Blending - elementary
      Blending - secondary
    Informal reading tests 83
      Fry's Readability Formula
      Word recognition - elementary
      Word recognition - secondary
      Reading comprehension - elementary
      Reading comprehension - secondary
    Informal tests of perceptual skills 86
      Visual perception with motor output (no memory)
      Visual perception with verbal output (no memory)
      Visual perception with motor output and memory
      Visual perception with verbal output and memory
      Auditory perception with motor output and memory
      Auditory perception with verbal output and memory
    Informal spelling tests 96
      Elementary
      Secondary
    Informal arithmetic tests 102
    Affective diagnosis 108
    Psychomotor diagnosis 109
Multidisciplinary Evaluation Team (MET) Report 110

REFERRAL AND DIAGNOSIS

Many youngsters experience some degree of cognitive, behavioral or perceptual difficulties during their time in school. Occasionally these difficulties reach such magnitude that they exceed what teachers will accept as individual differences. At that point, general educators consider the student as having problems which significantly interfere with their learning and needing assistance above and beyond that which can be effectively provided in the regular classroom.

School districts, recognizing this need, generally provide some degree of support services to assist the teacher in diagnosing and correcting the problems. Typically, this support is available in the form of building review teams composed of the building administrator, general education teacher(s) and some combination of school psychologist, school social worker, health service personnel, counselor, consultant and special educator. Occasionally parents and representatives from outside agencies also are included.

Such a group may function as the pre-screening committee for all students experiencing problems, the multidisciplinary evaluation team for suspected handicapped students, and as part of the individualized education planning committee (IEPC).

This chapter will explore the referral function of the team with special emphasis on the involvement of the Monroe Model special education teacher. It will also elaborate on some unique common-sense approaches to diagnosis while presenting some basic teaching strategies which teachers may try. The development of the IEP will be discussed in Chapter seven.

60

PRE-REFERRAL SCREENING - GENERAL EDUCATION REFERRAL

Referral is that process used by educators to collect and review information about students who are experiencing problems. When the special education teacher functions as the building expert on students experiencing problems, he/she is frequently involved as a consultant during the preparation of referrals. The degree of the special educator's involvement in this process may vary significantly even within the same school district, depending on supportive staff expertise, time available, instructional caseload, model in operation, building needs, philosophy of the district and legal restrictions.

The pre-referral team usually meets regularly to informally review the general education students with teachers. The team explores students' problems and the success of interventions and curriculum changes already attempted. A plan of assistance involving all appropriate general education alternatives may be developed and various tasks assigned to team members. These tasks may include evaluating the student's academic progress, observing the student's behavior in various educational environments, reviewing the problems with the student and/or parents, developing different curriculum materials, etc. The plan may even be as simple as discussing the problem with the student, but this is rare, since teachers usually try everything they can before they refer a student. At this stage in the general education referral, more direct involvement from special education is restricted by federal and sometimes state law.

Most referral plans assign data gathering tasks to team members who agree to reconvene the meeting for planning and implementation of more extensive strategies after the data has been secured. Forms 6.1 and 6.2 are examples of pre-referral summary forms, which can be used.

These pre-referral results which indicate the need or lack of need for al referral to special education. These results will also indicate, to some extent, the types of evaluation data which will be required, if a handicap is suspected. For example:

> The general education teacher may indicate that the child is experiencing severe fine and gross motor problems. As a result, when the special education referral is processed, evaluations by the occupational and physical therapists may be requested. Additionally, the psychologist may be requested to concentrate on the performance subtests of the WISC-R; the social worker may be requested to investigate the extent of the problems as they occur in the home and in community; the parent may be requested to provide medical data; and the special education teacher may be asked to attend to the fine motor skills during the educational evaluation. (See later sections of this chapter).

If students are suspected of being handicapped, then an official referral for special education must be initiated, following all the mandates of federal and state law. P.L. 94-142 specifies a series of steps within the referral process including the district's responsibility to notify parents of the referral and of their rights under the law. State laws may specify additional requirements. Time lines are also designated which control the diagnostic period, the data for the individual education planning meeting and the date for the student's placement in a special education program.

Where then, does the special educator get involved? The best answer is, hopefully even before the special education referral starts. Involvement at any point thereafter is generally less effective if prevention is a goal.

The most ideal pre-referral situation occurs when a school uses its special education teacher as the staff's in-house resource for students experiencing problems. In this situation, the general education teacher consults with the special educator, presenting the problems and approaches already tried. Together the teachers may collect and share other information about the student's problem, devise new teaching techniques or recommend a building team referral immediately.

Some other services the Monroe Model special educator provides to the general educators involved in the pre referral process are:

Elementary School Level

1. Providing information to the staff on techniques and strategies which can easily be implemented in the regular classroom.
2. Coordinating educational information on individual students who are taught by various teachers.
3. Sharing current educational theories and practices proposed in the current literature.

   Maintaining a file cabinet of ditto worksheets on academics taught in the building and making this vertical file available for reinforcing skill development.
5. Helping general educators to realize that many of the educational techniques they are using are the right ones and that all that is necessary for some students, is more time.
6. Assisting teachers in completing a referral to the building review team when all appropriate general education options have failed.

Secondary School Level

1. Attending and participating in department meetings which are devoted to staffing students deficient in a specific subject such as Social Studies or English.
2. Coordinating educationally relevant data on students since most secondary students are shared by 5-8 teachers.
3. Sharing currently accepted and innovative educational teaching strategies.
4. Providing small groups with teaching techniques of interest to various staff members, such as "How to teach American Government to students who read at the 5th grade level."

   Assisting vocational teachers to identify the real cause of students' problems such as "inability to read the auto mechanics manual even though the students has excellent mechanical skills."
6. Suggesting when and how to complete a referral to the building review team, when all general education options have been attempted.

Schools which utilize their special educator in such a consulting model generally get the maximum services for their effort. Unfortunately, federal and state laws along with overextension of tachers or lack of skills, frequently work to diminish the effectiveness of this model.

PRE REFERRAL
BUILDING SCREENING SUMMARY

Student's Name ______________________________

Birthdate: ______________________

Building Screening Date: ______________________

Person Requesting meeting: ______________________________
name title

Others in attendance:

______________________	______________________
name	title
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

Concern(s):

____

____

____

____

Information reviewed:

Hearing Screening: **Date** ______________ **Results** ______________

Vision Screening: **Date** ______________ **Results** ______________

Medical Information:

Work Samples: (attach)

Previous Evaluation Results (include dates): ____________________

Other: ____________________

Recommendations: ____________________

Form 6.1 cont.

GENERAL EDUCATION
BUILDING SCREENING REQUEST

Date ______

Student: ______ School: ______ Grade: ______ 6D ______

Parent/Guardian: ______ Address: ______ Phone: ______

Home Room: ______ Counselor: ______ Grades Retained: ______

List Most Recent Report Card Grades: ______

Reading Level: ______ Math Level: ______

Services Being Requested: ______

Strategies and Alternatives Tried Prior to Referral: ______

List Questions You Want Answered: ______

Comments: ______

List Dates of and Types of Parent Contact: ______

Attendance this Semester in Your Class: ______

Vision Test: Date; ______ ( ) passed ( ) failed; Hearing test: Date; ______ ( ) passed
( ) failed

Medication: ( ) yes ( ) no Type: ______

Other Medical Data: ______

OnGoing Services: ( ) speech, ( ) Chapter III, ( ) Title I, ( ) Bilingual, ( ) Outside Agency

______ Signature of Referring Agent

______ Date Received by Principal

Mutually Agreed Upon Goals, Strategies, and Person Responsible: (For use of Team Members)

Form 6.2

MULTIDISCIPLINARY EVALUATION TEAM (MET) REFERRAL
SPECIAL EDUCATION REFERRAL

Once someone (parents, outside agency, administrator, teacher) suspects the student of being handicapped, a referral is processed. This referral generally requires evaluation by a multidisciplinary evaluation team (MET) in order to diagnose the student's educational needs and usually results from a pre-screening or general education referral. The prescreening data is reviewed by the team with special attention to the alternatives and strategies which have been tried, the amount of time and effort expended on those alternatives and the results.

Once documentation is presented which specifies that sufficient general education strategies have been attempted **and** have proven unsuccessful, a special education referral is completed. Form 6.3 is an example of a special education referral form. Figure 6.4 shows how a completed referral might look. This referral form is used to summarize the results of the building screening and to specify the activities required of the multidisciplinary evaluation team (MET) prior to the IEP meeting. Such a referral also mandates that parents be notified of the district's intention to evaluate the student for possible elegibility for special education. Finally, it requires that parents be provided with their rights as spelled out by federal and state law. These rights are often spelled out on a separate form or in a *Parent Handbook*, which explains the total special education process.

The multidisciplinary evaluation team may include members of the pre referral team. The specific composition of the team, however, is dictated by the student's suspected disability. The one common component is the educational evaluation, since handicapped students can only be found eligible for special education, if their handicap is already affecting their educational progress.

SPECIAL EDUCATION REFERRAL

Student's Name ______________________ Birthdate __________ Sex __________

Parents or Guardians ______________________ Phone: home __________ business __________

Address (Street) ______________________ (City) __________ (Zip Code) __________

School District ______________________ Building __________ Phone __________

Teacher ______________________ Grade __________ Date __________

THIS REFERRAL IS FOR: (Check one)

- ( ) Possible Special Education Services
- ( ) Evaluation to determine the need for a change in educational status of a spec. ed. student
- ( ) Re-evaluation of special education student (at least once every 3 years).
- ( ) Other:

REFERRAL TO: (Check all appropriate specialists

- ( ) School Social Worker
- ( ) School Psychologist
- ( ) Speech & Language Pathologist
- ( ) Infant & Preschool Consultant
- ( ) Occupational Therapist
- ( ) Physical Therapist
- ( ) Other:

1. Statement of concern: (Include a description of the problem, how long it has occurred, any observable symptoms, and other pertinent data.)

2. What are the student's strengths?

3. What approaches have you tried? What were the results?

4. What question(s) do you want answered by this referral?

5. What other services has child recently or currently received or been referred for? Date(s)?

____

Parent Signature Date

____

Building Principal Signature Date

____

Teacher Signature Date

____

Local Dir./Coord. Signature Date

Form 6.3

If an educational evaluation has been requested for your child, the areas checked below will be assessed in the evaluation procedure.

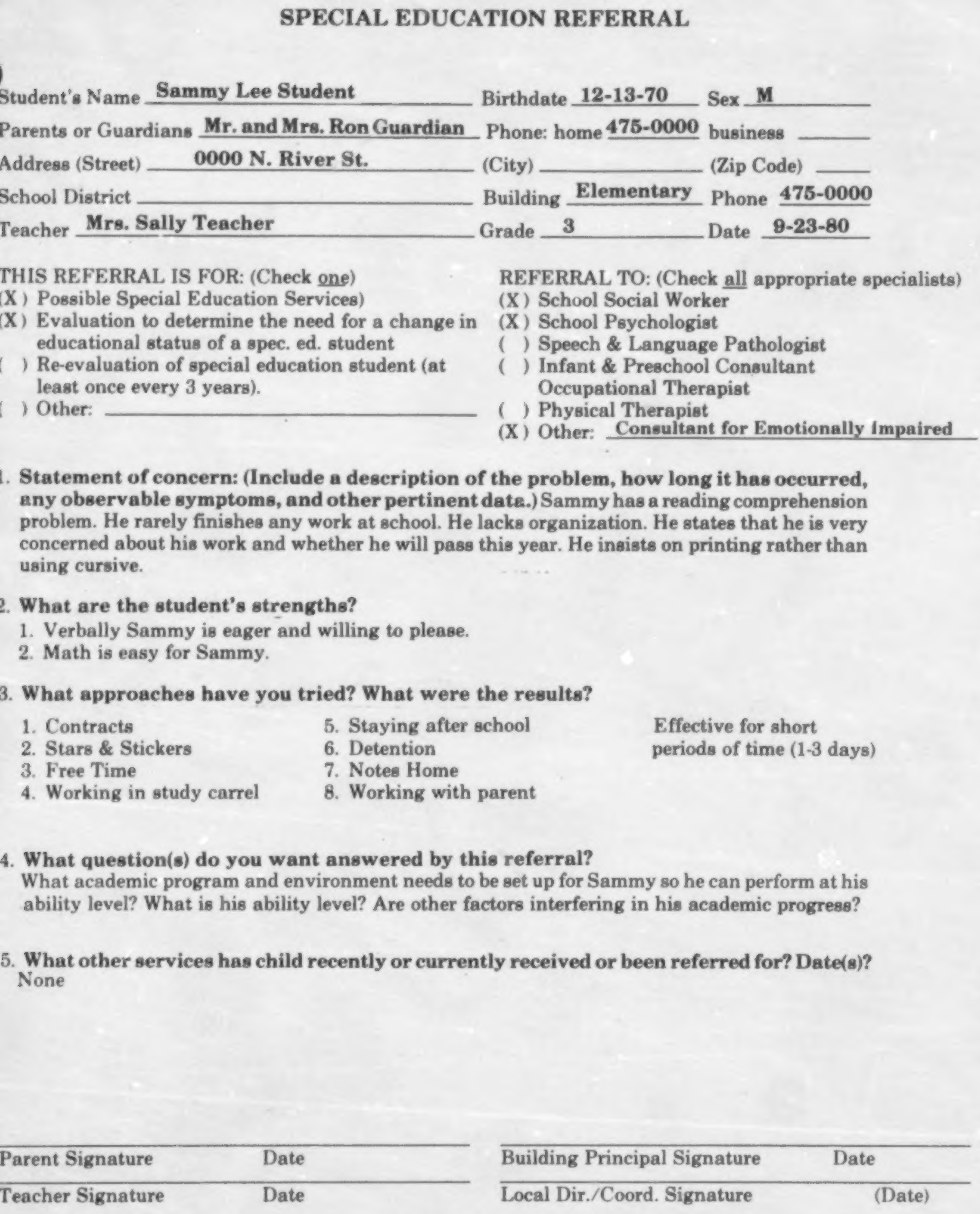
EVALUATION AREA	DESCRIPTION OF EVALUATION PROCEDURE
☐ Intelligence	Evaluation with standardized tests in some or all of the following areas: verbal skills; performance skills; perceptual skills and memory skills.
☐ Achievement	Evaluation with standardized tests in some or all of the following areas: math skills; reading skills (word recognition and/or comprehension); and spelling skills.
☐ Behavior	Evaluation by some or all of the following methods: observation of the child in school and/or home; interview with the child and/or parents; and consultation with the school staff.
☐ Speech and Language	Evaluation with standardized tests and clinical judgment in some or all of the following areas: language development (understanding and expressing ideas); articulation (speech sounds); voice quality; rhythm (fluency); rate; and hearing.
☐ Physical	Evaluation with standardized tests and clinical judgment in some or all of the following areas: balance; small and/or large muscle skills; coordination; strengths; and structural skills.
☐ Other	

For those students being considered for possible special education and/or related services, it is important that you be aware of and understand the following rights. That you:

1. May review all records related to the referral for evaluation.
2. May review the procedures and instruments to be used in the evaluation.
3. May refuse to permit the evaluation if you wish.
4. Will be fully informed of the results of the evaluation.
5. May get an outside evaluation for your child from an independent agency, at public expense, if you disagree with the results of the school's evaluation.

If special education services are being considered, a parent handbook is enclosed for your information. If you have any questions or concerns, please do not hesitate to call ______ at ____________________.

We are looking forward to working with your child.



SPECIAL EDUCATION REFERRAL

Student's Name Sammy Lee Student Birthdate 12-13-70 Sex M
Parents or Guardians Mr. and Mrs. Ron Guardian Phone: home 475-0000 business
Address (Street) 0000 N. River St. (City) (Zip Code)
School District Building Elementary Phone 475-0000
Teacher Mrs. Sally Teacher Grade 3 Date 9-23-80

THIS REFERRAL IS FOR: (Check one)
(X) Possible Special Education Services)
(X) Evaluation to determine the need for a change in educational status of a spec. ed. student
( ) Re-evaluation of special education student (at least once every 3 years).
( ) Other:

REFERRAL TO: (Check all appropriate specialists)
(X) School Social Worker
(X) School Psychologist
( ) Speech & Language Pathologist
( ) Infant & Preschool Consultant
Occupational Therapist
( ) Physical Therapist
(X) Other: Consultant for Emotionally Impaired

1. **Statement of concern: (Include a description of the problem, how long it has occurred, any observable symptoms, and other pertinent data.)** Sammy has a reading comprehension problem. He rarely finishes any work at school. He lacks organization. He states that he is very concerned about his work and whether he will pass this year. He insists on printing rather than using cursive.

2. **What are the student's strengths?**
   1. Verbally Sammy is eager and willing to please.
   2. Math is easy for Sammy.

3. **What approaches have you tried? What were the results?**

1. Contracts	5. Staying after school	Effective for short periods of time (1-3 days)
2. Stars & Stickers	6. Detention	
3. Free Time	7. Notes Home	
4. Working in study carrel	8. Working with parent	

4. **What question(s) do you want answered by this referral?**
What academic program and environment needs to be set up for Sammy so he can perform at his ability level? What is his ability level? Are other factors interfering in his academic progress?

5. **What other services has child recently or currently received or been referred for? Date(s)?**
None

Parent Signature Date
Teacher Signature Date
Building Principal Signature Date
Local Dir./Coord. Signature (Date)

Fig. 6.4

If an educational evaluation has been requested for your child, the areas checked below will be assessed in the evaluation procedure.

EVALUATION AREA	DESCRIPTION OF EVALUATION PROCEDURE
☒ Intelligence	Evaluation with standardized tests in some or all of the following areas: verbal skills; performance skills; perceptual skills and memory skills. **Wechsler Intelligence Scale for Children**
☒ Achievement	Evaluation with standardized tests in some or all of the following areas: math skills; reading skills (word recognition and/or comprehension); and spelling skills. **Peabody Individualized Achievement Test**
☒ Behavior	Evaluation by some or all of the following methods: observation of the child in school and/or home; interview with the child and/or parents; and consultation with the school staff. **Adaptive Behavior Scale**
☐ Speech and Language	Evaluation with standardized tests and clinical judgment in some or all of the following areas: language development (understanding and expressing ideas); articulation (speech sounds); voice quality; rhythm (fluency); rate; and hearing.
☐ Physical	Evaluation with standardized tests and clinical judgment in some or all of the following areas: balance; small and/or large muscle skills; coordination; strengths; and structural skills.
☐ Other	

For those students being considered for possible special education and/or related services, it is important that you be aware of and understand the following rights. That you:

1. May review all records related to the referral for evaluation.
2. May review the procedures and instruments to be used in the evaluation.
3. May refuse to permit the evaluation if you wish.
4. Will be fully informed of the results of the evaluation.
5. May get an outside evaluation for your child from an independent agency, at public expense, if you disagree with the results of the school's evaluation.

If special education services are being considered, a parent handbook is enclosed for your information. If you have any questions or concerns, please do not hesistate to call Ms. Administrator at 555-1213.

We are looking forward to working with your child.

Fig. 6.4: Example of completed Special Education Referral

In the Monroe Model, special educator/consultants provide the educational diagnosis. Most special educators have extensive training in informal diagnostic techniques along with curriculum development. This combination can make the special educator a valuable member of the team. The special educator can assist team members to thoroughly explore any curriculum-related problems which may be affecting the student. He/She can suggest modifications which fit the district's requirements and may meet the student's needs. If more information is necessary, the special educator can help collect the data.

The effectiveness of this approach is that the "expert" is in the building all day, a member of the staff who is available to assist the general educator and, if necessary, to model the techniques which are recommended by the team. The general educator does not have to wait a week or two until an itinerant support staff member returns.

The following are some typical interventions which many special educators provide:

Indirect Assistance at the Elementary School Level

1. Teaming with the general educator during several reading lessons to more closely observe the student's behaviors. The general educator continues with the instruction, while the special educator identifies the causes of the student's poor reading performance, i.e., too much talking to other students, poor visual tracking skills, a mild hearing loss, etc.
2. Observing in the class during written seatwork to identify the reasons why a student is not completing assignments such as an inability to remember the teacher's oral directions, inability to read the written directions, difficulty seeing the assignment on the board, etc.
3. Helping the general educator review the student's written assignments in order to identify the causes for the failing grades such as works so slowly that he/she can not complete all that is required, poor understanding of a particular concept or inability to write in cursive.

Indirect Assistance at the Secondary School Level

1. Helping the general educator develop student assignments which require equivalent quantities of work but different functioning levels. This will help identify the causes of student's problems such as motivation, poor reading skills, lack of research skills, etc., which may actually eliminate the need for special education.
2. Working with the drafting instructor in order to gather observational data on the student's visual motor skills and mathematical knowledge.
3. Assisting the science teacher to tape lectures so that students experiencing problems recalling specific verbal information may review the lecture a number of times at his/her own pace. These tapes may also be used with any students who are absent during the lectures.

The following are some specific skills which special educators contribute following the referral to special education.

Direct Assistance at the Elementary School Level

1. Administering subject-oriented diagnostic team such as *The Woodcock Reading Test, The Key Math Test* and teacher designed *Individual Reading Assessments.*

2. Evaluating the student's perceptual problems using instruments such as *The Visual-Motor Integration Test, The Detroit Test of Learning Abilities* or the *Illinois Test of Psycholinguistical Abilities.*
3. Assisting the teacher in gathering behavioral data from observations in various school settings.
4. Coordinating reports for presentation at the student's Individual Educational Planning Committee meeting (IEPC).
5. Presenting and explaining educational data to parents, general education teacher(s) and building administrator(s) prior to the Individualized Educational Planning meeting.

Direct Assistance at the Secondary School Level

1. Evaluating the student's academic deficiencies using teacher-developed diagnostic instruments. At this level, test formats and material must approximate the student's interest levels while being diagnostic enough to evaluate the basic skills deficiencies.
2. Carefully observing the student's learning patterns so as to hypothesize possible perceptual causes for which the student may be compensating. There are few perceptual tests available for students over age 12, however, what is available may be used, if revised to fit the student's interest levels. Even though test scores may not be age appropriate, observational data may be helpful.
3. Assisting general education teachers in developing behavioral reports. At the secondary level, coordinating the teacher data can be of critical importance, since so many teachers will be involved.

More specifics concerning the special educator as an educational diagnostician are presented in the following section of this chapter. Please note that in some school districts, teacher consultants provide these areas of assistance.

DIAGNOSIS

P.L. 94-142 defines a handicapped person as a person identified by an individualized educational planning committtee (IEP) as impaired. It further specifies that such a process requires a comprehensive evaluation by a multidisciplinary evaluation team (MET). One of the purposes of evaluation is to provide data leading to a determination of the student's eligibility for special education programs and services. Another is to identify the student's need for special education. (Many youngsters are handicapped physically or emotionally, yet their disabilities are not interfering with their educational progress. In these cases, special education is not needed and, may even be detrimental to the student's self image or academic growth).

If the MET recommends both eligibility and need for special education, it may also recommend to the IEP programs and services which meet the student's needs. This implies the need for educationally relevant data. With this data, the team can present a comprehensive report to the IEP committee.

An evaluation which completely diagnoses the student's problems also permits the IEP committee to determine the proper special education placement along with long term goals and short term performance objectives. As a result, the educational diagnosticians such as the school psychologist, social worker, special educator, and/or consultant must all be aware of the importance of their data.

In the Monroe Model, the special educator, is the primary provider of diagnostic educational data for special education referrals. He/She works in conjunction with other members of the MET to develop a comprehensive evaluation.

Most team members will share the evaluation process according to their own areas of expertise, with the psychologist evaluating the student's intellectual potential, the social worker or counselor collecting social and environmental data and the special educator assessing the student's academic strengths and weaknesses.

Other diagnostic data may include medical information supplied by physicians, health histories developed by school nurses, communication assessments supplied by speech therapists and evaluation of the student's psychomotor abilities by physical and occupational therapists.

All of this data is critical in developing a complete picture of the student's educational needs. Unfortunately most are itinerant support staff who travel to several schools and therefore suffer from the restrictions placed upon their time.

Role of the School Psychologists

These experts in diagnosis and evaluation are generally called upon to establish the student's intellectual ability level so that school achievement and academic progress can be objectively considered. Unfortunately, school psychologists are rarely able to concentrate extended efforts on individual students since they generally serve 3,000 to 6,000 students within a district. Most consider their results as gathered under controlled circumstances similar to one-time-only experimental studies. Additionally, controversy presently surrounding the true meaning and validity of intelligence quotients (IQ scores) as a measure of basic innate intellectual ability is causing renewed thinking about such tests such as the Stanford Binet and Wechsler Intelligence Scale for Children-Revised (WISC-R).

Recent judicial rulings in California and Chicago stress the importance of a thorough evaluation not based on any single diagnostic test. In order to be acceptable, evaluations must take into account the student's adaptive behavior - an attempt to eliminate identifying as retarded, students who function appropriately in their communities. Since such students, commonly called "the six hour retarded," are generally found in disproportionate numbers among minority races, evaluations which rely primarily on IQ scores are often considered discriminatory. However, when included in a total evaluation and when administered in a nonbiased manner, intelligence scores are considered helpful for educational planning, particularly when the subtest scores are included.

Because of the societal concerns surrounding the use of intelligence measures, some METs are utilizing the *System of Multicultural Pluralistic Assessment (SOMPA)* developed by Dr. Jane Mercer. This procedure supplies norms for various subgroups evaluated by METs using assessment data such as the WISC-R, the Bender Gestalt Test and other medical, psychomotor and adaptive behavior measures.

Until such time as federal and state laws are modified to eliminate the need for intelligence test levels or measures of innate ability in the identification of students who are retarded or learning disabled, the role of the school psychologist will center on IQ testing.

Role of the School Social Worker

The role of the school social worker is specified in federal and state laws dealing primarily with suspected emotional or behavioral handicaps. Their input at the diagnostic level centers on gathering data on the student's behaviors in the home, in the community and in the school. Measures of adaptive behavior and family histories are common techniques used by these supportive staff members.

Itinerant school social workers share some of the same diagnostic restrictions as school psychologists. Most serve large numbers of students, providing them with individual and small group counseling and consulting with teachers, administrators and parents on the social-emotional need of students. Social workers are sometimes included in the MET, in order to provide adaptive behavior data, secured during various interviews and observations or to coordinate the evaluation process by gathering all data into the MET report and working with parents.

Because most school social workers travel between buildings or counsel large student populations, they are rarely able to concentrate extensive diagnostic efforts on a specific student. Additionally many find it possible to complete only a single observation of a student, when multiple observations in various settings are needed. Therefore, although data gained from their interviews is helpful, they are often unable to do extensive interviews with every student referred.

Some school districts take a different approach. They require direct social work intervention before students, such as those suspected of being emotionally impaired, are considered for special education. Such a procedure results in complete social emotional data for the MET and proper programming for the student, but is admittedly time consuming.

Role of the General Education Teacher

P.L. 94-142 requires that IEPCs for students enrolled in regular education, include the regular full-time teacher to whom the child is assigned. The implication is that the general education teacher will be the first to notice the student's handicap and will refer the student to the team for review. As a result of such a referral, the general educator becomes a member of the multidisciplinary team since referral data starts at the diagnostic process. Form 6.5 is an example of a general educator's data form.

Since the referral to special education generally requires teacher documentation of the student's problem(s), a summary of the strategies, alternatives and techniques which were tried by the teacher in an attempt to solve the problem(s) must be presented. This may include meetings with parents, changing the student's seat, etc. See Chapter five on Alternatives to Special Education. Referral information helps other diagnosticians in establishing the proper evaluation approach and in determining the tools they will use to complete the evaluation. This information becomes part of the MET report which is presented at the individualized educational planning committee meeting. Therefore, this is a case where the data from the general education teacher becomes an integral part of the diagnostic process.

Finally, general educators are generally required to gather additional data on the student **during** the evaluation process. This can include observation of behaviors, providing examples of the student's work (tests, workbooks, tapes, etc.). Their input is of critical importance because it is the most natural of all the evaluation data -- requiring no modification of the student's daily activities.

Note: In some cases the role of the general education teacher is assumed by other personnel such as the school counselor, nursery school teacher, Head Start teacher, etc.

Role of Parents

The role of parents in the evaluation process is not clearly established, although P.L. 94-142 does require that the evaluation include parent input. Common sense indicates that parent data is critically important since they know the youngster better than anyone else. In areas such as medical background, birth and family history and adpative behavior they may be the **only** ones with specific information. This data may be critical in establishing the child's eligibility for special education.

Parental input is also important because it mandates open communication between home and school. In some cases, this interaction is missing entirely or is functioning on a conflict level. Parents, however, have the right to know what is being planned for their youngsters and to understand their youngster's needs. Therefore, the role of parents in the diagnostic process is not only to supply important information, but also to understand their youngster better.

Members of the MET usually assign someone to be the case coordinator. It is usually that the person who helps parents complete their responsibilities in the diagnostic process. Parents can be asked, also, to observe the child's behaviors in the home and to bring that data to the IEP. They can also be asked to consider the problems of their child, which they believe should be changed. They should be requested to come to the IEP with specific goals and objectives in mind and to consider those goals in relation to the ultimate status that they envision for their children - total independence with employability status, group home placement with sheltered workshop, etc. Form 6.6 is a format which may be used to structure parent input into the MET. See Chapter twelve on parents as partners.

Role of Vocational Assessor

Evaluation of senior high students will occasionally include a vocational assessment. In such cases, the evaluator is concerned with identifying the vocational interests and needs of older students. The resulting information should help establish vocational curriculum needs for the student or vocational placements such as work study, on-the-job training, a sheltered workshop placement or programming in an area career center.

Vocational evaluation may be as simple as a few dexterity tests and an interest inventory or as extensive as long-range situational evaluation using trial assignments on work sites and various work samples. See Chapter eleven for additional vocational information.

Role of Special Education Teacher/Consultant

In the Monroe Model, the special education teacher functions as an educational diagnostician for the MET, when students are being evaluated for special education. As long as this function does not require undue amounts of time, the benefits are a decided

GENERAL EDUCATION
DATA SUMMARY FORM

Grades Retained: ________

Student: ____________ School: ________ Grade: ______ B/D: ______

Reason for Referral: ____________________

Strengths: ____________________

Weaknesses: ____________________

ACADEMIC CHARACTERISTICS

Grade Level: Reading ________ Math ________

Other Tests: ____________________

Oral Language Ability:	( )Good	( )Average	( )Poor
Written Language Ability:	( )Good	( )Average	( )Poor
Creative Ability	( )Good	( )Average	( )Poor
Oral Participation	( )Good	( )Average	( )Poor

Comments: ____________________

MOTOR & SENSORY CHARACTERISTICS

Motor Coordination:	( )Good	( )Average	( )Poor
Activity Level:	( )High	( )Average	( )Low
Attention Span:	( )Long	( )Average	( )Short
Handwriting:	( )Good	( )Average	( )Poor
Copies from Chalk Board:	( )Good	( )Average	( )Poor

Comments: ____________________

BEHAVIOR CHARACTERISTICS

Stays in Seat:	( )Yes	( )Sometimes	( )No
Considerate of Others:	( )Yes	( )Sometimes	( )No
Completes Work:	( )Yes	( )Sometimes	( )No
Attends to Classroom Instruction:	( )Yes	( )Sometimes	( )No
Disruptive:	( )Yes	( )Sometimes	( )No
Regular Attendance:	( )Yes	( )Sometimes	( )No
Happy, Outgoing:	( )Yes	( )Sometimes	( )No
Relaxed:	( )Yes	( )Sometimes	( )No
Tolerates Frustration:	( )Yes	( )Sometimes	( )No
Controls Temper:	( )Yes	( )Sometimes	( )No

Comments: ____________________

Strategies Tried Prior To Referral: ____________________

Vision Test: (Date) ______	( )Satisfactory		( )Unsatisfactory
Hearing Test: (Date) ______	( )Satisfactory		( )Unsatisfactory
Medication:	( )Yes	( )No	Type: ______

Ongoing Services: (Speech, Chapter III, Title I, Bi-Lingual, Other ____________________

Parent Contact: Date: ________ Results: ________

________________ (Referring Agent)

________________ (Date Received by Principal)

Form 6.5

PARENT PREPARATION FORM

This form should be completed by parents prior to the IEP meeting and can service as a guide during the meeting.

NAME OF STUDENT ______________________________ DATE __________

1. Over the last ____ weeks, I have noticed that my child has difficulty with:

2. Over the last ____ weeks, I have noticed that my child does very well with:

3. I believe that my son/daughter will be capable of achieving the following status, as an adult:

4. I believe that my child needs to work on the following areas during the next school year:

5. I believe that I can help my child by working at home on the following areas:

6. The special education staff can help me by:

Form 6.6

advantage to both staff and students. From this point on, the term diagnostician will be used to indicate the special education teacher or consultant.

Since the special educator is a member of the building staff, he or she is directly involved on a daily basis with general education expectations for students. They are also involved with changing curricular requirements, the types of alternatives and strategies available within the building and the kinds of pressures that administrators and parents place on students

In light of these demands, the special education teacher has more opportunity to evaluate the student's needs within the total school context. He/She can provide an indepth assessment over time, using numerous standardized and teacher made instruments. On-going observations of the student, within various school settings, such as the cafeteria and playground, are also possible.

Such data, combined with psychological, behavioral, family history and medical information, should result in development of the most complete individualized educational plan possible. A pattern of strengths and weaknesses along with identification of the student's learning style will permit the IEPC to develop appropriate long term goals and performance objectives. Programs and services necessary to meet those goals will then become apparent along with teaching strategies, materials and on-going evaluation techniques. Such effective results can only occur if all MET members function as a team.

Diagnosis should begin with a hypothesis based on the general education teacher's observations and anecdotal records, and should include examples of the student's work. If teachers are not adept in observational skills, the special education teacher or teacher consultant should train them, since information from this source is a natural prerequisite for appropriate special education referrals.

Involvement in this process allows general educators to function as valuable members of the MET, encourages confidence in their ability to pinpoint problems and shortens the actual testing time for the other MET members.

However, the special educator should be primarily responsible for the education diagnosis because:

1. students respond better in a testing situation when the test and environment are most familiar. (home school, familiar teacher, etc.)
2. the special educator can base the diagnosis not only on what the student does in the testing situation, but also on the subtle changes in behavior which the student evidences during testing.
3. goals and objectives based on first-hand information are generally more effective than prescriptions based on someone else's notes.
4. ongoing evaluation in the form of pre/post testing of specific performance objectives is an important consequence of the original diagnosis.

Diagnosticians working in the Monroe Model are most interested in finding the student's highest level of achievement in various cognitive, perceptual, affective and psychomotor areas. They rely on observations, informal tests and on individual achievement tests including informal assessment of various psychomotor and perceptual skills (visual, auditory, and tactile/kinesthetic) related to the cognitive areas.

Since an initial diagnosis may result in a detailed educational prescription, some of the informal techniques suggested in this chapter may also be used during the pre/post testing stages. Chapter seven on the IEP explains the importance of building such evaluation steps into a series of educational goals and objectives. Special educators already familiar with this process should introduce these or similar assessment techniques to the general educator. In this way, the educational plan, based on the initial diagnosis, is updated continuously.

EDUCATIONAL DIAGNOSIS

Special education teachers and consultants functioning as diagnosticians may use both standardized and informal or teacher-made tests when diagnosing students' learning problems. Generally, these tests attempt to diagnose learning problems in the basic skill area such as:

basic reading skills
reading comprehension
mathematics calculation

Additionally, when there is consideration of specific learning disabilities, educational evaluation may also cover:

oral expression
listening comprehension
written expression
mathematics reasoning

While developing data in these areas, a pattern of strengths and weaknesses results indicating the student's unique learning style. Included may be:

auditory and visual memory
auditory and visual perception
fine and gross motor abilities

Although standardized tests such as the *Key Math Test* and the *Woodcock Reading Test* are easy to use, teacher-made tests are generally more appropriate. This is because the district's curriculum and basic skills requirements should be the basis for judging the student's educational needs. Therefore, this chapter will present ideas and suggestions for special educators who wish to develop their own battery of tests.

Teachers who spend the time and effort to develop such an educational inventory, will have test items which fit their students' interests and ages. Since the concept of criterion reference testing is basic to such diagnostics, short term performance objectives built into the students' individualized educational plans or curriculum plans can easily be assessed in an on-going manner. This eliminates the need for formalized annual testing sessions while emphasizing daily progress toward those specific educational goals established by the IEPC.

Items used for informal testing can be drawn directly from the texts being used by the teacher and student. Thus, remediation can be easily implemented through materials already in regular use within the classroom.

The remaining sections will present suggestions for observation of behavior and for diagnosing difficulties in the following learning modalities and subject areas:

Visual perception with motor output (no memory)
Visual perception with verbal output (no memory)
Visual perception with motor output and memory
Visual perception with verbal output and memory
Auditory perception with motor output and memory
Auditory perception with verbal output and memory
Phonics-including auditory discrimination and blending
Reading-including word recognition and comprehension
Spelling-levels I and II
Arithmetic (computation)-addition, subtraction, multiplication, division; whole numbers, fractions, decimals.

Additionally, evaluation suggestions for the affective and psychomotor areas will be presented.

Observation

Observation is a critical component of diagnosing strengths and weaknesses. Careful observation can substitute for several hours of testing and can provide information of a more practical nature. Most thorough diagnoses, however, are based on some combination of both observation in the natural environment such as the classroom, and results based on diagnostic testing.

Following a special education referral by the general educator, the special education teacher or consultant should specify the need for observing the student both in and out of the classroom. The usual procedure is for the special educator to unobtrusively slip into the back of the classroom and quietly watch the class functioning. The intent is to have the student remain unaware that he/she is the subject of the observation. At no time should the special educator participate in the class activity. This procedure should be repeated several times until the required information is accumulated.

Observations should be done over several days or weeks and should encompass several school settings. The behavior observation worksheets which follow allow the observer to record information from a number of areas which might be pertinent to the educational plan. Two forms (Form 6.7 and 6.8) are provided. One is highly structured and the other is very open ended. Areas on the structured worksheets were chosen because they can easily lead to educational intervention techniques and lend themselves to the efficient organization of data.

This worksheet should be employed by the special educator following the referral and prior to actual diagnosis. It should be filled out as the observer notes specific behaviors in the student. When these behaviors are recorded, special attention should be paid to preceding and resulting events and to the behaviors of involved peers and adults.

OBSERVATION OF BEHAVIOR WORKSHEET

Name of Student: ______________________ Date: ____________

Grade: ______________

Teacher: ______________

Motor:

Handedness (left, right, undecided, etc.) ______________

Paper/pencil position (paper not slanted properly, pencil not held correctly, etc.) ______________

Fine motor ability (difficulty, writing, coloring, cutting, copying, etc.)

Gross motor ability (awkward walking, running, doesn't participate in playground games, etc.)

Other ______________

Language:

Quantity (doesn't speak, only responds to specific questions, answers with "yes" or "no", etc.)

Quality (speech impediment, language disability, whispers, etc.) ______________

Other ______________

Perception:

Tactile kinesthetic (experiences difficulty writing on board, has trouble completing puzzles, etc.)

Auditory (needs oral directions repeated, inattentive during story time, etc.) ______________

Visual (can't match patterns, doesn't note important details in pictures, etc.)

Form 6.7

Other ______________________________

____

____

Behaviors:

Ability to Attend (daydreams, short attention span, etc.) ______________________________

____

Fatigue Factor (tires in early afternoon, requires more time to complete tasks, etc.) ______________________________

____

Organizational Ability (worksheets are confused, writing doesn't follow lines, etc.) ______________________________

____

Frustration Factor (gives up easily, won't try difficult tasks, etc.) ______________________________

____

Signs of Tenseness (holds pencil very tightly, frowns with concentration, etc.) ______________________________

____

Distractibility - hearing (attends to sounds in hall, others talking nearby, etc. instead of assignment) ______________________________

____

Distractibility - seeing (attends to students walking by, colorful pictures on walls, etc. instead of task) ______________________________

____

Functioning - in a group (works best with others, hides in group, etc.) ______________________________

____

Functioning - one-to-one (performs better with individual attention, hates to be singled out, etc.)

____

____

Socialization Level (introvert, extrovert, leads others, etc.) ______________________________

____

Other ______________________________

____

____

Comments ______________________________

____

____

____

____

OBSERVATIONAL DATA REPORT

Name of Student: ______________________________ Date of Observation: __________

School: ____________________ Grade: ______________ B.D. ______________

Reason for Observation: ____

Regular Education ________; Special Education ________; Being considered for Spec. Ed. ________

____

Setting for Observation:

______ small group

______ large group

______ one-to-one

______ office

______ classroom

______ hallway

______ playground

______ bus line

______ cafeteria

______ bathroom

______ other: ____________

(please include observations on the student's motor skills, language, perceptual abilities and behavior).

____

At the time of the observation, student was: ____

____

____

____

____

____

____

____

____

List strengths observed: ____

____

____

____

List weaknesses observed: ____

____

____

____

Summary of observation: ____

____

____

____

____

____

Form 6.8

Informal Tests of Specific Subjects and Areas

Once the student's primary learning mode is established, the appropriate subject areas may be assessed. Naturally, the diagnostician will only test those areas in which the student has some functional knowledge. For example, kindergarten students would generally not be tested for reading skills.

Included in this section are suggestions for informal tests of phonics,reading word recognition, reading comprehension, spelling and arithmetic. All are diagnostic in nature and are intended to supply the special educator with information about the student's strengths and weaknesses. Based on this type of information, effective educational prescriptions can be created and appropriate changes in the classroom curriculum can be suggested.

It may also be helpful to occasionally estimate grade level expectancy for certain students. Therefore, a formula proposed by Bond and Tinker is suggested.

$$\text{Grade Expectancy} = \frac{\text{Years in School x I.Q.}}{100} + 1.0$$

According to this formula, the student's grade level expectancy can be estimated by multiplying the number of years he/she has been in school by his/her intelligence quotient, dividing by 100 and adding 1.0. The resulting figure will represent the grade at which the student can realistically be expected to function. Students who function 50% below expected achievement levels are experiencing significant difficulty.

PHONICS

In order to test pre-reading skills, the student's knowledge of **phonics** must be surveyed.

Letter Sound Recognition: Elementary

One easy technique to establish the student's ability in this area is to make a series of flash cards, one for each letter of the alphabet. Additional cards should be made for:

consonant diagraphs - sh, th, wh, ch

consonant dipthongs - ay, oy, ee, oi, oa, ea, ai

Students will also need a pencil and paper or blackboard and chalk. Any or all of the following procedures may be used with the cards.

1. **Visual perception** with **verbal output** and **memory.** Show consonant cards to student one at a time. Ask student to name letter. Note which letters not known.
2. **Auditory perception** with **verbal output** and **memory.** Say sound of consonant. Ask student to name letter which has that sound. Note letter/sounds not known.
3. **Visual perception** with **verbal output** and **memory.** Show consonant cards one at a time. Ask student to give sound which goes with letter. Note sound/letter errors.
4. **Visual perception** with **verbal output** and **memory.** Show vowel cards one at a time. Ask student to say **long** vowel sound that goes with letter. Note errors.
5. **Visual perception** with **verbal output** and **memory**. Show the vowel cards one at a time. Ask student to say short vowel sound. Note errors.
6. **Auditory perception,** with **verbal output** and **memory.** Say the **short** vowel sounds. Ask student to give letter that makes sound. Note errors.

7. **Visual perception** with **verbal output** and **memory.** Show consonant diagraphs and consonant diphthong cards one at a time. Ask student to give sound for each. Note errors.
8. **Auditory perception** with **motor output** (writing) and **memory.** Say consonant sounds. Ask student to write letter that makes sound. Note errors.
9. **Auditory perception** with **motor output** (writing) and **memory.** Say **short** vowel sounds. Ask student to write letter that makes sound. Note errors.

Letter Sound Recognition: Secondary

Some junior and senior high students are experiencing very significant reading problems. A quick check of their phonics will prove helpful. The special educator may choose to use flashcards, however, many students will find such a technique too childish. Instead, the diagnostician may choose to use the letter recognition portion of the Wide Range Achievement Test (WRAT) a somewhat more formal looking test sheet.

Auditory Discrimination: Elementary

Since phonics depends so heavily on the ability to discriminate sounds, many diagnosticians include a subtest in this area. **Auditory discrimination** may be tested by having the student turn away so that he/she cannot see the tester's lips. A series of two identical or similar words are spoken and the student notes if they're the same or different. Usually the vowel sounds are varied in the following manner.

fat - fit
hot - hat
but - bat
cut - cat
sit - set
pick - pick
tan - tin
ten - tan

Auditory Discrimination: Secondary

Older students are frequently turned off by "baby" words such as cat, hat, fat. This does not prevent testing the student's auditory discrimination. Instead, words and music from current pop records can be effectively used. The special educator can play the record asking the student to pick out rhyming words or words that sound like specific vocabulary words. The diagnostician can record errors and patterns of errors. For example:

> The teacher can use the record entitled *Accidents Will Happen* by Elvis Costello and the Attractions. Have the student identify the rhymes in sentences ie.
>
> "It's the damage that we do
> and never know.
> It's the words that we never say
> that scare me so."

Blending: Elementary

A short test of **blending** skill may also be included. Such a subtest can easily be created by using compound words, single syllable words, and multi-syllable words. The diagnostician should say the words in sections and ask the students to put the sounds together to make the word.

For example:

moon - light
see - saw
sand - man
grand - father
can - dle
sand - wich
s - ink
c - at
th - ing
af - ter - noon
com - fort - a - ble

Results from this group of subtests will provide information about the student's learning style **and** about the word units which need remediation. Significant weakness in auditory discrimination should be investigated by requesting a more formal auditory discrimination test and a thorough hearing examination. Inability to blend sounds together will cause difficulty in learning to read if phonics is the primary approach. Blending exercises should be introduced to the student. If, over time, they prove ineffective, a different reading approach such as Language Experience or Linguistics should be considered.

Blending: Secondary

For older students, interest levels of test items are important. The same type of subtests for blending as the elementary level can be implemented with current words. Here again, the special educator is referred to the student's sports heroes and current pop music. The emphasis is on current people and things. The diagnostician will have to do research in order to present appropriate examples.

For example:

foot ball
bas ket ball
Mc Don alds
ham burg er
Brad shaw
Fid rich
E lec tric Light
Com pan y

INFORMAL READING TESTS

The best reading tests are those prepared from basal reading series in use in the classroom. Special educators can easily prepare these tests over time, as the need arises. Test results can provide practical information for remediation in the special education classroom criterion-based material.

Reading tests should cover two specific areas: word recognition and reading comprehension. However, the first step in preparing either test is to check the readability level of the book being used to determine if it is a first, second or third grade text. Above third grade, a readability check should be run on each story or chapter in the book. Fry's Readability Formula (Fig. 6.9) can be applied quickly and will provide an accurate grade level.

Word Recognition: Elementary

In order to compose a word recognition test for grades one through three, use every 20th word from the glossary of the student's basal reader. One book at each level should be used so that this test includes several grade level columns. List the words in column form, 10-20 per column, double spaced. Omit proper names. Leave two short blank lines to the right of each word

For example: Primer

Word	Timed Response	Delayed Response
shoe	____________	____________
hat	____________	____________
happy	____________	____________

Use two index cards to cover the words. Expose each word for one second and place a check on the first line (timed response), if the student correctly identifies the word. If he/she misses the word, come back to it later and expose it for 5-10 seconds. If he/she correctly identifies the word this time, put a check on the second line (delayed response).

Words correctly pronounced the first time indicate inclusion in the student's sight word vocabulary. Large amounts of sight words demonstrate strong visual memory. Words correctly pronounced the second time, indicate word attack skills used by the student. Large amounts of correct words in the column generally indicate good phonetic ability and strong auditory discrimination (the ability to sound out and blend together individual letter sounds).

When 10% of the words are missed in any one reading level, the student has reached the frustration level and should be unable to function with that grade-level text. The special education teacher should begin remediation at the next lower grade or instructional reading level.

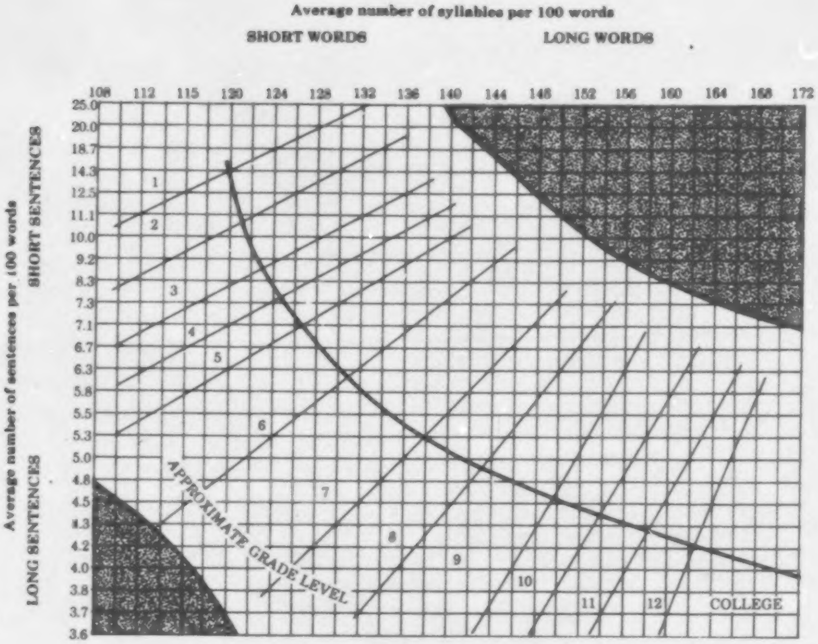
For upper elementary grades, glossaries of current texts (reading, math, social studies) may be used. Be sure to establish the readability level first, using Fry's formula.

Word Recognition: Secondary

Junior and senior high students' interests again play an important part of the word recognition test. Since many read sports and teen magazines, words can be chosen from these sources. Another excellent source of words is the TV Guide, newspapers and television programs.

The same procedure as that employed by the elementary word recognition test, should be used.

FRY'S READABILITY FORMULA



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

EXAMPLE:	SYLLABLES	SENTENCES
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.9
AVERAGE	141	6.3

ADDITIONAL DIRECTIONS FOR WORKING READABILITY GRAPH

1. Randomly select three sample passages and count out exactly 100 words beginning with a beginning of a sentence. Don't count numbers. Do count proper nouns.
2. Count the number of sentences in the hundred words estimating length of the fraction of the last sentence to the nearest 1/10th.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100.
4. Enter graph with average sentence length and number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found, putting more sample counts into the average is desirable.

Fig. 6.9

Reading Comprehension: Elementary

In order to compose a reading comprehension test, two paragraphs will be needed from each grade level. (Be sure to check the readability level of the material, using Fry's Readability Formula (Fig 6.9).

Selections of 50 words are appropriate for PrePrimer and Primer levels; 75 words are suitable for Primary level books; and 100-200 words are required for intermediate levels.

One paragraph at each grade level should be presented to the student for silent reading. Five to ten written questions should accompany each selection and students should respond to them in writing.

The second paragraph should be read to the student. Questions should also be read so that the student can respond orally.

Questions for grades one and two should be literal in nature and, as the grade levels increase, questions should gradually become more critical. At the sixth grade level and above, most of the questions should be critical.

Answers to the **oral reading paragraphs** indicate listening comprehension ability at the reading level tested. Failure on more than 25% of the questions demonstrates significant weakness in understanding material presented primarily through the auditory channel.

Remediation in the area of reading comprehension should begin at the highest grade level at which the student correctly answered 75% of the questions. This level of functioning is designated the Instructional Reading Level. Changes or readjustment in the methodogy being used to teach reading can be implemented in the special education class, or appropriate suggestions may be made to the general education teacher or Reading Specialist.

Reading Comprehension: Secondary

Here again the choice of reading material should reflect the student's interest level. Most secondary students who are experiencing serious reading problems refuse to acknowledge that they read anything at all. In actuality, most read practical material daily such as cereal boxes, billboards, advertisements for rock concerts, movie guide, etc. These items should become the source for the reading comprehension subtest. Once several passages are developed, the same test procedures as were used for the elementary level should be utilized.

INFORMAL TESTS OF PERCEPTUAL SKILLS

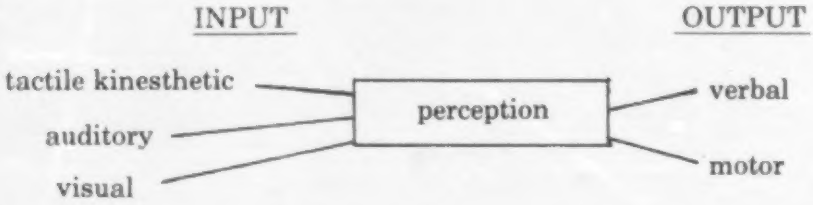
In the process of diagnosing perceptual disabilities it is important to realize that the areas actually being tested are the input and output channels. Input channels are those senses which carry information to the brain. Output channels are those physical functions which demonstrate information processed by the brain. No one has yet learned how to test the actual interpretative and organizational process (perception) which occurs within the brain.

Information can be received (input) through the tactile/kinesthetic (touch, feel), auditory (hear), and visual (see) channels. Although there are several other channels, they are rarely used by special educators.

Students demonstrate their knowledge by first recalling the information originally received through the input channels and then by expressing (output) their knowledge through the verbal (speak) and/or motor (do) channels.

Since the classroom situation generally involves a mixture of input and output channels, diagnosis should involve a mixing of channels. There are no methods available at this time to test absolutely pure channels for receiving or expressing information. Educational diagnosticians cannot measure information received by a student through his/her ears, for example, without having the student express that knowledge either verbally or motorically. Therefore, the newer diagnostic tests such as the *Slingerland Screening Tests, Forms A, B,C,D* incorporate a mixture of channels in imitation of the actual classroom setting.

Presented here are specific suggestions for diagnosing in this manner. These informal techniques are classified as visual and auditory perception (tactile kinesthetic is not discussed) and visual and auditory memory; however, the diagnostician should always keep the following diagram in mind.



Any combination of input and output channels is possible but the intermediate process, perception, takes place within the brain and, therefore, difficulties in this area cannot be diagnosed directly.

The approved technique, when dealing with perceptual problems, is to teach to the students' strengths while remediating, reinforcing and reteaching through their weaknesses. This permits students to progress educationally while remediating perceptual areas. This is the most effective approach since it does not penalize students for their perceptual disabilities by grading them on their ability or inability to "see" visual differences, to "hear" auditory differences and so on.

When creating instruments to test specific perceptual areas, the diagnostician should plan a series of subtests to cover all possible aspects of the learning situation. For example, a test of one perceptual area should allow for a subtest involving no recall (memory), a subtest involving some element of short term memory (generally, less than 60 seconds lapse in time), a subtest requiring a verbal output, a subtest requiring a motor output, and combinations of each of the above.

The diagnostician should use tests appropriate to the student's demonstrated ability level (mental age). For example younger students should be tested with primary skill items such as pictures, single letters and single numbers. Older students should be able to handle abstract designs, words and phrases.

Five to ten test items should be a suitable sample and **25% failure** should signal probable problems in that learning modality **or** may indicate the need for a more thorough diagnosis

It should be remembered that age or ability level used in most norms refers to the student's mental age and not his/her chronologial age. The school psychologist can supply this information to the special educator and help plot the student's strengths and weaknesses, relative to his/her level of ability, where necessary.

Visual perception is the ability to interpret and organize information received through the visual channel.

Visual Perception with Motor Output: no memory

This test covers school tasks such as matching identical pictures and words. Strengths and weaknesses in this area can be diagnosed by creating a test using items appropriate to the student's ability level. For example, when testing a third grader, words from his/her reading book should be used. Target words should be printed in boxes at the left side of the page. Words which appear similar and one identical word should be printed in a row to the right. Students should be required to circle or underline (motor output) the one which is identical.

Example:

boxes	hoxes	poxes	boxes	doxes
happy	heppy	hoppy	hippy	happy
was	was	saw	mas	sam

The test items should include variances in the beginnig, middle, and final letters and should include choice words with inversions, reversals, transpositions, and substitutions.

This type of test can be adapted for preschool students by using a selection of actual objects laid out in the same format as the word test just described. The diagnostician can lay out one object in a circle drawn on the table. Four other items may then be laid out and the student should pick up (motor output) the identical item. Little plastic "dime store" objects may be used.

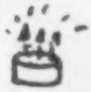
The items should start with easy selections varying in only one attribute, such as size. They should gradually increase in difficulty to include more attributes such as color and shape. Several publishers of educational materials offer items which are suitable.

Visual Perception With Verbal Output: no memory

Results of a subtest covering this learning mode will indicate strength or weakness in areas requiring students to attend to a visual input which remains in view and to respond with a verbal output. For example, students are able to discuss pictures and activities they are seeing at the time.

The format of this subtest can be similar to the previous visual subtests using objects, single letters, words, etc. appropriate to the student's ability level. However, since the response requires that the student **say** the answer, the test items should be coded in such a way that the student can identify the answer even if he can't read the test item.

For Example:

boxes	 hoxes	 poxes	 boxes	 doxes
happy	 hippy	 heppy	 hoppy	 happy
was	 waz	 was	 saw	 sam

Suggestions for the number of items which should be included in this subtest and the percentage needed to pass, are included on page 87.

In summary, this test should include:

1. Target words in boxes.
2. Four similar response choices coded with familiar pictures.
3. Response choices becoming increasingly more difficult.

Strength:

Students who pass this subtest will probably do well in school tasks which require attention to details in pictures. Frequently these students will comprehend a story in a basal reader by studying the illustrations. If the student's language skills are good, he/she will probably do well in oral reading (at his/her mental age level) and, in fact, may prefer to talk rather than complete written assignments.

Weakness:

If some weakness exists in this learning mode, Visual Perception With Verbal Output (no memory), material should be introduced using the stronger auditory channel and reviewed using the visual-verbal system.

For example: New vocabulary words can be introduced using the language master cards with heavy emphasis on auditory input (the recorded voice). Gradually, the voice can be faded out until the printed word is all that remains. Finally, the student should receive only the visual input (word on the card) and he/she should respond by recording his/her verbalization of that word (verbal output). This technique can also be used with single letters and numbers.

In general, weaknesses can be remediated by providing some auditory guide for the student to use until he/she becomes secure enough to phase out this crutch. This procedure requires the student to focus more and more on the visual input, thereby building strength in this learning modality.

Visual Perception with Motor Output: with memory

This subtest relates heavily to school tasks since it requires the student to process and store visual information and to later recall and output the information in written form. In other words, students are frequently required to answer questions based on material which they previously read. Construction of this subtest should follow the procedures previously listed. Items should be age appropriate and 25% errors is indicative of weakness.

A simple procedure for testing this learning mode is to present a series of pictures to the student for 10-15 seconds, withdraw them, wait ten seconds, and then have the student write about what he/she saw. If the student is too young for this level of testing, concrete objects or pictures may be used. Two to six items may be displayed for 10-15 seconds. Have the student turn away and remove one of the items, closing the space at the same time. Put the item in a different group at the side of the table. After ten seconds have the student turn back and pick out the missing item from the extras.

Another form of the subtest is showing the student a simple design for several seconds, removing it, and having the student duplicate it from memory. The following figures are appropriate at the indicated ages.

Age	Figures
3 years	circle
4 years	cross
5 years	square
6-7 years	triangle
7 years	diamond

In summary, one form of this test should include:

1. Presentation of simple designs.
2. Removal of designs
3. Short wait.
4. Student replication of design.

Strength:

Students with strength in Visual Perception With Motor Output and Memory will recall pictures, objects, scenes, numbers, letters, and words and will easily express these items in writing, drawing or other motor outputs. Reading, using a Look-Say or Linguistic approach, will probably have the best results. Strength in spelling will be evident even if words are incorrectly written. Misspellings will generally include all the correct letters, but they will be out of order. In math, addition and subtraction facts will be easily recalled and procedures for simple computation will be followed correctly.

Weakness:

The phonics approach, assuming the auditory channel is stronger, is the recommended technique for teaching reading. Initially, students should be trained to rely on their hearing with the gradual addition of the printed letter, word or phrase. Letters such as "b" and "d" which are frequently confused should be taught well apart and only after the first letter is over-learned.

For example: The letter "b" should be name-linked with the sound it makes. This should be done frequently, eventually using questions such as "what sound does the "b" make? Then the student should be taught to write the letter "b" first on the blackboard, then on large newsprint, and finally on writing paper, whenever the teacher says the sound or name of the letter. Several alphabet cards such as "a", "l", "r", "x" may be provided at first so the student may work from a cue but these must gradually be shifted to require finer and finer visual discrimination. For example, the highest level of difficulty for the "b" is to distinguish it from "p", "q", "d", "g". Eventually, the cues must be totally removed and the student required to rely on his visual memory alone.

Games such as "What's Missing" are also effective. A tray of 8 - 12 items is shown to the student for 15 - 20 seconds, then removed. The student writes down what he remembers seeing (no points deducted for misspelling). His progress is charted on his personal graph daily, until he recalls all the items.

Visual Perception with Verbal Output: with memory

School situations requiring oral recall of visually presented material are very common especially in the primary grades where written skills are not highly developed. In the upper grades discussions of experiences and oral quizzes are examples of this learning mode. In order to evaluate a student's skill in this area, the diagnostician should apply the suggestions as previously specified. Concrete objects, pictures, words, letters and phrases appropriate to the student's ability level should be used and a 25% failure rate will indicate significant weakness.

This subtest can be designed with a series of 3 to 8 cards. These should be displayed for the student to study for 10 - 15 seconds. The student should then close his/her eyes while the diagnostician removes one card, closing the space at the same time. After 10 seconds, the student may open his/her eyes and tell which card is missing. Difficulty is increased by gradually removing more cards. Younger students with adequate memories can generally recall 2 to 4 pictures, whereas older students can usually recall 4 to 7 pictures. Remember, all pictures, objects, etc. should be familiar to the students. This is not a test of language facility.

An adaptation of this format can be a series of pages with two to seven pictures on each page. There should be two pages of two item pictures, two pages of three items, two pages of four items, etc. The pages can be exposed for a short time (1-2 seconds for each picture on the page) and then covered over. Students should tell what items they recall. One point is given for each item recalled regardless of sequence. **All** fourteen pages should be used.

Norms for this subtest are:

Age	Total Items Recalled
4	26
5	29
6	32
7	35
8	39
9	42
10	45
11	48
12	51

In summary, one form of this test should include:

1. 3-8 picture cards
2. Displayed 10-15 seconds
3. Removal of one picture
4. Short wait
5. Student recalls missing picture
6. Increased difficulty by removing more than one picture

Strength:

Students possessing strength in visual perception with verbal output and memory will generally perform well in situations where they can orally relate experiences they have actually had or witnessed. They will usually recall accurate details of field trips or material presented in film strips, map study, or graphs. They may also function well in spelling bees and oral math quizzes if the material was originally presented through the visual channel. Games with flash cards will take advantage of their strongest method of responding.

Weakness:

The most appropriate procedure for teaching students with weaknesses in this mode is to initially instruct through the stronger channels. These can include primary emphasis on the auditory channel or using a written output. No memory should be directly required at first.

For example: The student may be tested on a social studies chapter in a manner which takes advantage of his/her preferred learning mode. A suitable picture may be given to him/her with a tape cassette recorder and instructions to use the picture as a take-off point for reiterating as much information as he/she can.

Group discussions, tapes, and oral presentations with visual materials as a supplement might be used. Oral quizzes, multiple choice tests, or allowing the student to tape his/her answers, are all techniques which give the student the best chance for success.

Auditory Perception is the ability to interpret and organize information received through the auditory channel. For example, students are able to designate whether two spoken words are alike or different. Because the auditory stimulus disseminates after it is used, memory is essentially a built-in factor. Therefore, both the auditory subtests will include the element of memory.

Many school situations involve short term memory, therefore, this level of recall is used for both subtests. This form of memory task requires the student to hold auditory input information in his/her mind for relatively short periods of time.

Tests of long range memory, which is also frequently required by school situations, can easily be adapted from these suggestions and the teacher may supplement long term auditory memory weaknesses by frequent review, to the point of overlearning, and by using visual stimuli (pictures, readings, notes, etc.) to strengthen the ability to recall the required material.

Auditory Perception with Motor Output: with memory

Testing ability in this area requires the diagnostician to follow the general guidelines previously supplied. All items must be appropriate to the student's mental age. The easiest procedure for such a test is to provide the student with a command to follow. For example, a younger student should respond to the tester's request that he/she "come to the table and pick up the apple". Gradually, the commands may be increased to include two or three short elements for younger students and three or four more involved elements for older students. A time lag of 5 - 10 seconds should be built in between the command and the actual response. Norms for this procedure are:

Age	Expected Responses
3 years	1 oral commission (command)
4 years	1 - 2 oral commissions
5 years	2 oral commissions
6 years	2 - 3 oral commissions
7 years	3 oral commissions
8 years	4 oral commissions

Another way to verify ability in the area is to have older children write what they hear. Three to five single letters or sentences of eight to ten words are appropriate for older elementary students. Spelling, of course, should not count.

A third technique for testing this learning mode is to tap out a series of simple patterns under a table. The student should then repeat each pattern. Accurate repetition of two or three taps is appropriate for younger students. Older students may be able to repeat 5 to 7 taps.

In summary, one form of this test should include the following elements:

1. Short oral commands given by diagnostician
2. Student follows commands
3. Difficulty increased by lengthening commands to be followed

Strength:

Students who possess strong **auditory** perception with sufficient **motor output** and adequate **recall** will perform best in phonics based reading and spelling programs. They should have less difficulty learning the sounds of individual letters and blending the sounds to make words, although much repetition may be necessary. Older students will probably be able to take adequate notes, make meaningful associations, and comprehend oral reports. Spelling will generally be a successful area and most written errors will demonstrate phonetic misspellings.

Weakness:

Assuming that the student with **auditory-motor-memory** deficits has more strength in the visual channel, the latter should be the primary channel for initial teaching. A Look-Say or Linguistic approach to reading would be the more effective procedure as long as much written repetition is built into the programs. Gradually, a variety of verbal outputs should be introduced. For example, the student should begin to verbalize his/her letter sounds and to orally blend them into new words, always with a visual cue present. Eventually, all visual cues can be removed, forcing the student to depend on the auditory input channel.

Spelling should be taught with the Look-Say-Write approach. Words learned in the basal reading program should be used.

For example: Each word to be learned should be written at the top of the page. The student should be told the word and asked to study it. He/she should then fold over the word and say it as he/she tries to write it from memory. If he/she has difficulty, he/she may look back, sound it out, and then try again to write it. When he/she gets the word spelled correctly three times, he/she may progress to the next word.

Math concepts should be introduced using the visual/kinesthetic channels, assuming that they are stronger input modes. Manipulatives matched with number cards, film strips and gross motor counting games may all be used. Gradually the names of the numbers should be orally connected with the correct number of manipulatives. Eventually, the concrete objects should be removed and the names should be connected only with the written numerical symbols.

Auditory Perception with Verbal Output and Memory

Tests of this learning modality are found in most standardized intelligence tests and several speech/language tests. School psychologists and speech therapists can interpret test data to provide the special educator with this information. If a recent psychological test is not available, similar procedures can easily be created by the special educator. An example of this learning process is sending the student to the office with an oral request for a specific book.

One technique is to say a series of single digit numbers and to ask the student to repeat (verbal output) them. Generally, two tries are allowed. Norms for this subtest are:

Age	Expected Responses
2 years	2 digits
3 years	3 digits
4-5 years	4 digits
6-9 years	5 digits
10+ years	6 digits

Another procedure is to say several sentences to the student and have him/her repeat them. Each sentence should include several more syllables than the previous sentence. Based on how many syllables the student can recall, the diagnostician will have a measure of the student's auditory memory. Norms for this subtest are:

Age	Expected Responses
3 years	6 - 7 syllables
4 years	8 - 9 syllables
5 years	10 - 12 syllables
6 years	13 - 14 syllables
7 years	14 - 15 syllables
8 years	15 - 16 syllables
9 years	16 - 17 syllables

In summary, common forms of this subtest involve the following elements:

1. Diagnostician says number, word or sentence
2. Student repeats number, word or sentence
3. Difficulty is increased by adding more numbers, words or syllables.

Strength:

Ability to do well in the auditory perception mode with verbal output and memory will help students during oral presentations, recitals and speeches. The strongest reading approach will be phonics because the individual sounds can be presented, blended and repeated with less difficulty if visual symbols are not included.

Strength in this area provides the student with the ability to repeat oral directions and messages and to accurately repeat orally presented material. Informal group discussions and lectures will allow the student to take advantage of his/her learning strength.

Weakness:

Since so much school material is presented verbally, students with weakness in the auditory-verbal-memory will be at a great disadvantage. Teachers should be aware of these students and allow them to use visual cues or, at least, allow them the time to review the material visually. For most effective learning, films, pictures, books, charts, etc. should be used initially with little auditory input. Concise and appropriate written directions should accompany all visual presentations. Gradually short oral directions should be included and eventually the visual cues may be eliminated altogether. Questions which require oral answers should be built into each step. If the teacher is not available to hear the answers, a tape may be used.

For Example: A social studies unit on forests may be introduced using pictures in an easy reading level textbook. Key words may be highlighted with yellow ink. A tape may accompany the unit. At strategic spots in the text, the student should be instructed to turn on the tape. The tape should ask pertinent questions and the student may record the answers.

Spelling should also be taught using an auditory approach. Words which are phonetic should be read to the student or presented on tape. He/She can circle them on a multiple choice worksheet which accompanies the tape. Eventually, the student should write what he/she hears on the tape without using cues such as a worksheet.

Mathematics can also be adapted to take advantage of the student's strength in other areas, such as by relying on initial presentations through the auditory channel. For example, students may be taught to sing their numbers or simple nursery rhymes such as "Ten Little Indians" which are based on numbers. Gradually, concrete objects associated with the numbers should be included and then the actual written designs which we call numerals may be attached to the objects.

INFORMAL SPELLING TESTS

Elementary

Spelling tests should be based on words learned in the student's basal reading series. If a specific spelling text is used in the classroom, it may function as the basis for the diagnostic spelling test. Words should be divided into specific groups according to phonetic rules so that mistakes can easily be analyzed. These should be mixed thoroughly during test presentation. Remediation of spelling errors can then be easily affected. A **sample** copy of a diagnostic spelling test follows.

Directions for Diagnostic Spelling Test

Give list 1 (Figure 6.10) to any pupil whose placement is second or third grade

Give list 2 (Figure 6.12) to any pupil whose placement is third grade or above

Grade Scoring, **List 1:**

Below 15 correct: Below second grade
15-22 correct: Second grade
23-29 correct: Third grade
Any pupil who scores above 29 should be given the List 2 Test.

Grade Scoring, **List 2:**

Below 9 correct: Below third grade
9-19 correct: Third grade
20-25 correct: Fourth grade
26-29 correct: Fifth grade
Over 29 correct: Sixth grade or better
Any pupil who scores below 9 should be given the List 1 Test.

Scoring for Diagnostic Spelling Test

Errors are analyzed according to each list. See figures 6.11 and 6.13.

DIAGNOSTIC SPELLING TEST

List 1

Word	Illustrative Sentence
1. tan	- Bill has a nice **tan.**
2. let	- Please **let** me eat here.
3. fit	- The hat doesn't **fit.**
4. not	- It is **not** very cold outside.
5. cut	- The knife is too sharp to **cut.**
6. coat	- The new **coat** costs too much.
7. train	- The boy received a new **train** for Christmas.
8. line	- He drew a **line** across the board.
9. bike	- Jane has a red and white **bike.**
10. sound	- The radio made a scratchy **sound.**
11. down	- The rain came **down** suddenly.
12. moon	- The **moon** passed behind the cloud.
13. food	- The store sold **food** and clothing.
14. very	- She came home **very** late.
15. happy	- Babies are usually **happy.**
16. kept	- He **kept** the door open.
17. candy	- Children love **candy**.
18. where	- **Where** do you live?
19. these	- **These** are my gloves.
20. throw	- Can you **throw** the ball?
21. such	- The room was **such** a mess.
22. thing	- What is that **thing?**
23. ball	- The **ball** was old and dirty.
24. doll	- My **doll** is new.
25. father	- **Father** is coming home.
26. fatter	- The dog is **fatter** than the cat.
27. boy	- My brother called the **boy.**
28. may	- **May** we come in?
29. little	- The ant is a **little** insect.
30. one	- The first number is **one.**
31. could	- He **could** not see the store.
32. pretty	- Mary is so **pretty**.

Fig. 6.10

ANALYSES OF SPELLING ERRORS

List 1

word	element tested	word	element tested
1. tan	short vowels	18. where	wh, th, sh, ch, and ng spellings and ow spelling of long o
2. let		19. these	
3. fit		20. throw	
4. not		21. such	
5. cut		22. thing	
6. coat	two vowels together	23. ball	doubled final consonants
7. train		24. doll	
8. line	vowel-consonant-e	25. father	er spelling
9. bike		26. fatter	
10. sound	ow-ou spelling of ou sound	27. boy	oy spelling of oi sound
11. down		28. may	ay spelling of long a sound
12. moon	long and short oo	29. little	le ending
13. food		30. one	non-phonetic spellings
14. very	final y as short i	31. could	
15. happy		32. pretty	
16. kept	c and k spellings of the k sound		
17. candy			

Fig. 6.11

DIAGNOSTIC SPELLING TEST

List 2

Word	Illustrative Sentence
1. shower	- An April **shower** helped the flowers grow.
2. mouth	- Tom, open your **mouth.**
3. wood	- Rain rots the **wood.**
4. shoot	- **Shoot** when you're ready.
5. white	- **White** is really a bright light.
6. thirsty	- I'm **thirsty** and I need a drink.
7. teach	- Can you **teach** me to dance?
8. class	- The **class** was taking a test.
9. jump	- She will not **jump** the track.
10. jumps	- He **jumps** over the crack.
11. jumped	- Last week he **jumped** the farthest.
12. jumping	- We will have a **jumping** contest.
13. sit	- **Sit** down here!
14. sitting	- Are we **sitting** in the right spot?
15. bite	- The cat can't **bite** me.
16. biting	- Are you **biting** the ice cube?
17. sturdy	- This chair is very **sturdy.**
18. sturdiest	- It's the **sturdiest** chair in this house.
19. light	- The sun makes the room very **light.**
20. lighter	- This room is **lighter** than the others.
21. lightest	- But my room is the **lightest**.
22. grandfather	- We sent **grandfather** a card.
23. moonlight	- The **moonlight** shone through the window.
24. won't	- **Won't** you help?
25. didn't	- I **didn't** see the car.
26. fight	- The children don't **fight.**
27. brought	- He **brought** his toys to the party.
28. trample	- If you walk on the flowers, you'll **trample** them.
29. because	- She seemed happy **because** of the test grade.
30. laugh	- Can't you **laugh** about it?
31. through	- Did you go **through** with it?
32. against	- I'm **against** that idea.

Fig. 6.12

ANALYSIS OF SPELLING ERRORS

List 2

word	element tested
1. shower	— ow-ou spellings of ou sound er ending, th spelling
2. mouth	
3. wood	— long and short oo, sh spelling
4. shout	
5. white	— wh spelling, vowel-consonant e
6. thirsty	— th spelling, vowel before r
7. teach	— ch spelling, two vowels together
8. class	— double final consonant, c spelling of k sound
9. jump	— addition of s, ed, ing; j spelling of soft g sound
10. jumps	
11. jumped	
12. jumping	
13. sit	— addition of ing after consonant-vowel-consonant combination, doubling consonant
14. sitting	
15. bite	— dropping final e before ing
16. biting	
17. sturdy	— changing final y to i before ending
18. sturdiest	
19. light	— er, est endings
20. lighter	
21. lightest	
22. grandfather	— compound words
23. moonlight	
24. won't	— contractions
25. didn't	
26. fight	— silent gh
27. brought	
28. trample	— le ending
29. because	— non-phonetic spellings
30. laugh	
31. through	
32. against	

Suggestions for handling strengths and weaknesses in spelling are included in the tests of visual and auditory perception.

Fig. 6.13

Secondary

With some slight substitutions on list 2, it can be used with junior and senior high students. Teachers are encouraged to substitute appropriate words for jump, sit and biting. The best substitution is from the student's own vocabulary. Teachers should take a language sample or request the speech therapist provide a language sample from the student. Using this language sample, commonly-used, simple-syllable words can be extracted and used as spelling words.

All illustrative sentences should be rephrased to reflect the student's level of maturity. The same diagnostic procedures as the elementary level, can be used, if the substitutions are appropriate.

INFORMAL ARITHMETIC TESTS

Elementary & Secondary

An informal diagnostic arithmetic test should include enough examples of all four basic operations to permit the diagnostician to write an effective IEP. Computation in both vertical and horizonatal formats should be included since teachers frequently mix these types of problems. Fractions and decimals for secondary level students may be tested, if appropriate, as well as various conversion factors such as inches to feet, pints to quarts and metrics.

The test maker should include examples from the math series in use in the classroom and should concentrate on skills needed to function at the appropriate grade level.

Be sure to include all the variations of the different problems, for example:

horizontal addition with sums less than 5
horizontal addition with sums less than ten
horizontal addition with sums more than 10
vertical addition with sums less than 5
vertical addition with sums less than 10
vertical addition with sums more than 10
two column vertical addition - no carrying
three column vertical addition - no carrying
two column vertical addition - with carrying
three column vertical addition - with carrying
tens and ones plus ones - no carrying
tens and ones plus ones - with carrying
three column addition with all numbers in hundreds
etc.

Figure 6.14 is an example of one possible format.

DIAGNOSTIC ARITHMETIC QUIZ

1 + 2 = ________

3 + 2 = ________

2 + 4 = ________

4 - 2 = ________

7 - 3 = ________

5 - 1 = ________

6	7	5
+ 2	+ 1	+ 4

6	5	3	13	17	24	20
- 3	- 4	- 0	+ 24	+ 61	+ 30	+ 43

---

2 x 3 = ________

4 x 2 = ________

3 x 3 = ________

31	24	42	38	27
x 3	x 2	x 4	- 16	- 15

Fig. 6.14

76
+ 5

28
+ 8

61
+ 9

132
264
+ 325

109
221
+ 290

860
106
+ 454

---

12 ÷ 3 = ________

6 ÷ 3 = ________

8 ÷ 4 = ________

5603
- 2770

4091
- 3718

6910
- 3183

7213
- 5324

1/2 + 1/2 = ________

1/5 + 2/5 = ________

3/6 + 2/6 = ________

$3\overline{)933}$

$2\overline{)843}$

$6\overline{)612}$

$8\overline{)168}$

16/8 = ________

20/10 = ________

7/8 - 2/8 = ________

5/6 - 4/6 = ________

1 2/3 = ________

5 1/2 = ________

Fig. 6.14 cont.

4 1/2 hr. = ________ min.

1/2 yd. = ________ in.

3/4 yr. = ________ mo.

2 1/3 doz. = ________

$\begin{array}{r} 5 \\ \underline{\times\ 3} \end{array}$ $\begin{array}{r} 24 \\ \underline{\times\ 2} \end{array}$ $\begin{array}{r} 213 \\ \underline{\times\ 3} \end{array}$

$\begin{array}{r} 243 \\ \underline{\times\ 10} \end{array}$ $\begin{array}{r} 425 \\ \underline{\times\ 12} \end{array}$

$\begin{array}{r} 324 \\ \underline{\times\ 97} \end{array}$ $\begin{array}{r} 306 \\ \underline{\times\ 53} \end{array}$ $\begin{array}{r} 1327 \\ \underline{\times\ 214} \end{array}$ $\begin{array}{r} 1039 \\ \underline{\times\ 60} \end{array}$

$\begin{array}{r} 4\ 2/3 \\ 2\ 1/2 \\ \underline{+\ 5\ 3/6} \end{array}$ $\begin{array}{r} 7\ 1/10 \\ 2\ 2/5 \\ \underline{+\ 6\ 3/10} \end{array}$

2/3 of 33 = ________

4/5 • 15 = ________

6/7 x 14 = ________

$32\overline{)\ 456}$ $27\overline{)\ 934}$ $60\overline{)\ 253}$

Fig. 6.14 cont.

3/4 = ______/12______ 5/6 = ______/15______ 7/21 = ______/3______

4	7 1/2	6 2/4	8 3/9
- 2 1/4	- 5	- 3/4	- 3 1/9

---

4 x 6 1/3 = ______________

4 1/3 x 2 1/2 = ______________

6 1/2 x 3 2/4 = ______________

5 4/10 x 6 = ______________

3/5 ÷ 1/5 = ______________

1 2/6 ÷ 3/12 = ______________

3 1/17 ÷ 2 2/14 = ______________

4 3/8 ÷ 3 4/7 = ______________

3.0	6.8	6.25	40.3
+ 1.9	+ 1.9	x 20.8	x 2.96

$3.2\overline{)\,27}$ $2.4\overline{)\,7.2}$ $25\overline{)\,.75}$ $.60\overline{)\,.120}$

Fig. 6.14 cont.

In conclusion, the preceding suggestions and examples are presented in an attempt to convince special educators of the value of creating diagnostic tools to match the needs of the local school, the general educator and the handicapped student. Teachers frequently criticize the use of standardized test scores, noting that they are not true measures of what is actually taught in the classroom. The use of locally created tests, matched to the style of the student and the material he/she uses in the classroom is a valid response to the general educator's concerns and will result in information which can easily be implemented. An IEPC aimed at taking advantage of the student's strengths and remediating the student's weaknesses as pinpointed by effective diagnosis is the logical next step.

AFFECTIVE EVALUATION

Evaluation of affective or social/emotional difficulties usually involves pinpointing specific behaviors which are suspected of interfering with the student's educational progress. In the majority of cases, these referrals result from aggressive, combative and acting-out behaviors. Occasionally, withdrawn students or those with personality disorders are also identified.

In order to verify the student's eligibility as emotionally impaired, the diagnosticians must concentrate on observation and consulting data. Form 6.7 and the social emotional Consulting Forms 10.1 and 10.7 are appropriate for gathering the needed information. Observation should occur over time and in a variety of environments and should include the perceptions of everyone involved with the student. In some cases, legal time lines will need to be extended in order to verify the extent of the problem "over time".

Parental input will also be critical (See Form 6.6) in order to eliminate the possibility that the behaviors are culturally derived and, therefore, appropriate behaviors for the child. In many cases, the school social worker will be the primary diagnostician. He/She may gather the necessary information using measures of adaptive behavior, observation, social and family histories or sections of the SOMPA, designed by Jane Mercer.

Finally, emphasis must be placed on the inappropriateness of the behaviors and their effects on the learning process. Students who are problems outside of school but maintain good school status both academically and socially, can not qualify for special education. Affective evaluation, which results in eligibility for special education should culminate in an IEP which stresses changing the problem behaviors. (See Chapter nine.) And, because behavior change can occur at any time, the IEP should include ongoing review points

One further note: Many children learn behaviors from each other, especially during the formative years. This is known as modeling. Therefore, care should be taken when placing the child in a program, to consider the other students already in the program and the results of mixing behaviors.

PSYCHOMOTOR EVALUATION

Psychomotor problems can involve fine or gross motor outputs or the small or large muscles. Fine motor problems are generally identified as printing, cutting, tracing and handwriting problems. (See Form 6.7 and the informal tests of perception which include a motor output. Also review Chapter eight for suggested modifications and techniques).

Gross motor problems are generally evident to everyone involved and are frequently associated with hyperactivity, immature, uneven growth patterns or general absentmindedness. For these types of behaviors, it is expecially important to check medical records. Mild cerebral palsy, poor vision and infections of the ear which affect equilibrium may all be involved.

Evaluation of gross motor problems may be handled by physical or occupational therapists or physicians. The special education diagnostician can, however, provide some cursory information by having the child complete some soft sign exercises such as:

Angels-in-the-Snow
Tapping patterns
Touching finger to nose
Jumping Jacks
Walking a straight line front and backwards
Hopping
Skipping

For more information the reader is referred to Mercer or Kephart's work.

Observation of gross motor activities should include playground or sports activities such as swinging, running, hitting the ball, jumping rope, etc. Parental information should include answers to questions such as:

"What activities does the child prefer?"
"Does the child engage in any solo or team sports?"
"What are the child's favorite toys?"

because, frequently the child will unconsciously choose activities which decrease the need for gross motor involvement.

In some cases, gross and fine motor problems can be eliminated or students can be taught to compensate for them. Activities aimed at one approach or the other, will form the basis for the goals and objectives on the IEP.

MULTIDISCIPLINARY EVALUATION TEAM (MET) REPORT

The culmination of referral and diagnosis is the multidisciplinary evaluation team report (the MET). The purpose of this report (See Form 6.15) is to recommend eligibility or ineligibility for special education. Each of the diagnosticians summarizes his/her results and specifies, in writing, whether the child is eligible or not eligible for special education. Supporting documentation, such as psychological reports, social histories, educational evaluations and medical data may be attached to the MET report, in support of the recommendations. See Figure 6.16 for a completed example.

Diagnosticians who disagree with the consensus recommendation, may submit minority reports to the IEP. When the MET recommends eligibility for special education, an IEP must be convened within the legally mandated timelines. In such cases, the MET supporting data will assist the IEP committee in developing long term goals and short term objectives for the student along with methods for review, staff and parental involvement in achieving the goals and appropriate materials and techniques for use with the student. Of particular importance will be the educational evaluation information which specified the student's strengths and weaknesses. This will form the basis for implementing the prescriptive teaching as outlined in Chapter seven.

MULTIDISCIPLINARY TEAM REPORT

Student: ____________________ Birthdate: ______________ Referral No. ______________

District: ______________ Building ________________________ Grade ______________

Health/Physical/Medical Information:

Screening: Vision Date: ____________ Results: ______________________________

Hearing Date: ____________ Results: ______________________________

Medications: ____

Other: ____

Psychological Assessment: Evaluator: __________________ Date: ______________

Aptitude and Achievement Testing: Evaluator: __________________ Date: ______________

Classroom Teacher Recommendation: Evaluator: __________________ Date: ______________
(include alternatives provided and results)

Adaptive Behavior: Evaluator: __________________ Date: ______________
(Performing social roles appropriate to age and gender which meet the expectations of the home culture, school, neighborhood and other relevant groups).

Current Functioning Level

Speech: Evaluator: __________________ Date: ______________

Social/Emotional: Evaluator: __________________ Date: ______________

Motor: Evaluator: __________________ Date: ______________

Form 6.15

Student Name: ______________________________ Birthdate: ______________

Parent Input:
Birth History:

Other Parent Information:

Cultural/Economic/Environmental Factors: Evaluator: ______________ Date: __________

In class observation (LD, EI): Evaluator: ______________ Date: __________

Significant Discrepencies (LD) Evaluator ______________ Date: __________

Recommendations of team: Eligibility ______________

Suggested Goals:

Other Comments:

Signature and Title:
(Check if not in agreement with recommendation and attach supporting report).

______________________	☐	______________________	☐
______________________	☐	______________________	☐
______________________	☐	______________________	☐
______________________	☐	______________________	☐
______________________	☐	______________________	☐
______________________	☐	______________________	☐

Form 6.15 cont.

MULTIDISCIPLINARY TEAM REPORT

Student: **Sally Student** Birthdate: Referral No.

District: Building Grade

Health/Physical/Medical Information:

Screening: Vision Date: **4-80** Results: **normal**

Hearing Date: **1-81** Results: **normal**

Medications: **none**

Other:

Psychological Assessment: Evaluator: Date:

Throughout the psychological assessment, Sally was withdrawn and defensive. On the WISC-R she scored 110, indicating normal intelligence.

This is felt to be an accurate assessment of the student's functioning.

Aptitude and Achievement Testing: Evaluator: Date:

PIAT: Math 8-4, Reading Recognition 6.0 Reading Comprehension 7.2
Spelling WISC-R: 110

Classroom Teacher Recommendation: Evaluator: Date:
(include alternatives provided and results)

Sally has been disruptive almost daily in the classroom. Conferences have been attempted with both the teacher and the principal, with no results. IN-school suspensions have had no lasting effects (attempted three times in two months). Contracts were attempted for three months with poor results.

Adaptive Behavior: Evaluator: Date:
(Performing social roles appropriate to age and gender which meet the expectations of the home culture, school, neighborhood and other relevant groups).

Sally experiences the same types of difficulties in the home setting. Observations at after-school activities indicate the same difficulties.

Current Functioning Level

Speech: Evaluator: Date:

Normal

Social/Emotional: Evaluator: Date:

Sally continually sets up negative situations whereby she receives negative attention from adults and peers. She attempts to manipulate both peers and adults, projects blame on others, distractible. Has few friends.

Motor: Evaluator: Date:

No gross motor problems. Visual motor perceptual skills, as measured on the Render are appropriate at the 9 to 9-11 year levels.

Fig. 6.15 Example of completed MET report.

Student Name: **Sally Student** Birthdate: ____________

Parent Input:

Birth History:

Mother indicated that she lost weight during the pregnancy. Forceps delivery. Child appeared normal.

Other Parent Information:

Child appeared to adapt normally to adoption by a step father. (Mother divorced when Sally was one year old. Remarried two years later.)

Cultural/Economic Environmental Factors: Evaluator: ____________ Date: ____________

There appear to be no cultural, environmental or economic factors which contribute to Sally's learning difficulties.

In class observation (LD, EI): Evaluator: ____________ Date: ____________

Four observations by the School Social Worker and three by the Teacher Consultant for the Emotionally Impaired, between March 10 and March 30 all indicate disruptive behaviors, defiance of authority, and inattention.

Significant Discrepencies (LD) Evaluator ____________ Date: ____________

None noted.

Recommendations of team: Eligibility **Emotionally Impaired**

Suggested Goals:

Sally will prepare adequately for class
Sally will be on time for class
Sally will stay in her seat during lessons
Sally will remain quiet during seat work periods and lessons.

Other Comments:

Signature and Title:

(Check if not in agreement with recommendation and attach supporting report).

____________	☐	____________	☐
____________	☐	____________	☐
____________	☐	____________	☐
____________	☐	____________	☐
____________	☐	____________	☐
____________	☐	____________	☐

Fig. 6.15 cont. Example of completed MET report.

CHAPTER 7 OUTLINE: The IEP

Developing the IEP 116
  Learning Profile 117
    Strengths and difficulties in affective areas 117
    Strengths and difficulties in cognitive areas 118
    Strengths and difficulties in psychomotor areas 118
  Learning Modes 119
  Learning Prescription 120
    Goals 120
    Techniques 120
    Evaluation 121
  Completing the Profile and Prescription 122
Writing Individualized Educational Plans 129
Implementing the IEP - Prescriptive Teaching 130

THE IEP

While the IEP is sometimes seen as a bureaucratic obstacle to the teaching of handicapped students, it should be recognized that it is a means of systematically identifying the areas of learning strengths and weaknesses, setting goals based on this information and developing a plan for how these goals are going to be achieved. In this way, the student's progress can be measured each year (or less) and new goals established or a return to general education planned. The IEP is a management tool which should enhance the communication among the professionals, the parents and, where appropriate, the student.

The diagnostic information obtained by the members of the multidisciplinary team identifies the student's current level of functioning. When outlined in a learning profile, it can be the basis for developing the individualized education plan (IEP). Only when the student's academic and behavioral skill levels are clearly and specifically identified can goals and objectives be established, a program assignment made, and an instructional plan developed. In this chapter, a prescriptive teaching approach, utilizing a learning profile and a learning prescription is used to facilitate the development and subsequent evaluation of the IEP. A brief overview of prescriptive teaching is presented. The processes of developing a learning profile and a learning prescription are explained and examples provided. An IEP form is offered which can be used for the initial placement of students in special education programs or for review of students already in programs. Lastly, the day-to-day activities involved in prescriptive teaching and continuous review of the IEP are examined.

There are three basic skill areas or domains which will be dealt with here. They are the affective, the cognitive and the psychomotor. A brief description of the types of skills classified in each area will be offered. Later sections will examine learning techniques and modes as these will span all three skill areas or domains. The learning profile will be diagrammed to show the relationships between the various areas.

DEVELOPING THE IEP

Prescriptive teaching actually begins with the diagnosis of learning strengths and weaknesses, as described in Chapter six. Both formal and informal testing procedures can be used. Following the diagnostic activities, the learning profile is developed. The learning profile describes the student learner in concrete, objective terms and allows for the highly specific learning prescription to be designed. This would include the exact goals expected of the student, the methods necessary to attain those goals and the evaluation process that will determine that the goals have been met. In the following sections, the process for writing both the profile and the prescription will be described. A format is presented to facilitate that process and to serve as an outline for the special education teacher to follow in preparing the information to be used in discussion and planning.

Prescriptive teaching also includes the daily activities of examining the tasks to be learned, breaking them down into teachable subparts and planning the best instructional techniques to accomplish them with a given student.

Learning Profile

The learning profile describes a student's past and present performance--those tasks at which one has been successful and those at which one has not succeeded. It defines the level of academic, social, and psychomotor skills and specifies learning techniques and modes which have succeeded or failed. The learning profile should be developed with information from many sources, as required by P.L. 94-142. The classroom teacher, social worker, psychologist and other specialists are extremely valuable. The parents may also provide a great deal of insight into the student's strengths and weaknesses, especially in the area of adaptive behavior. Many times the student functions much differently at home and in the community and this can be an important tool in determining the type of impairment and the instructional plan.

First, the special educator must list the student's learning strengths and weaknesses. These are treated together for several reasons. While the student may exhibit a learning problem in a specific area such as reading or math, there always exists a foundation or a strength on which to build. The success of prescriptive teaching lies in finding these foundation points. An example of learning difficulties matched to its strength is:

Learning difficulty:	Student cannot correctly work problems in addition with carrying.
Learning strength:	The student can work addition problems consisting of two three-digit addends.

The second reason for treating strengths and difficulties together is that, while sometimes difficult, the listing of a strength for each weakness helps both the general and special education teachers to identify some positive aspects of the student. Pointing out these strengths can also aid the self-concept of the student. Many times the student is all too aware of his/her own shortcomings and having someone point out abilities and strengths can be surprising and encouraging. The same thing is true of parents. For many parents , contacts with the school have been oriented toward the negative aspects of their child's development. Parents are often shocked and pleased when a teacher begins to point out the skills that their child has acquired. This element of encouragement and trust should be carefully developed whenever possible.

STRENGTHS AND DIFFICULTIES IN AFFECTIVE AREAS

The affective area includes the student's attitudes and behaviors in school. In searching for strengths and difficulties, the special educator observes the relationship of the student to his teacher(s) and peers. Does the student get along with one and not the other? Is he/she withdrawn or does he/she constantly act out? Is the student overly talkative or too quiet? What are the impressions that they have of themselves? Is he/she confident? Looking at the learner in this way should not imply that these items are identified as problems. If, however, during consultation the classroom teacher mentions behaviors or attitudes, these should be carefully examined as possible problem areas.

Another facet of the affective areas is the ability to attend to a task. Appropriate consultation questions include the length of time that the student pays attention during various types of activities, such as a class discussion, a silent reading assignment, a math worksheet, a movie. The manner in which the student's attention fluctuates can also be a key to the way in which he/she learns best.

While there are some formal evaluative scales in the affective area, the special educator will most likely be presented with one or more problems identified by the general educator. It is then a matter of recording how often a behavior occurs, in order to develop a baseline for future improvements. The reader should then refer to Chapter nine, Behavioral Strategies.

STRENGTHS AND DIFFICULTIES IN THE COGNITIVE AREA

Cognitive skills are sometimes defined in terms of academic skills. Difficulties encountered in the various subject areas of math, reading, phonics, social studies, science, etc. fall into this category. Most problems, however, seem to center around the areas of reading and language skills, and mathematics. Most students who experience difficulties in science or social studies are usually poor readers, which makes it harder for them to use the assigned textbooks and to read the worksheets and tests that the teacher passes out. Other students have difficulty with the abstract concepts presented in science or social studies and these needs must be considered in a different way. Some students may excel in one particular subject area, while doing poorly in others.

Skill levels in math and the language arts are assessed by means of formal and informal tests. The chapter on diagnostic testing helps the special educator construct tests which are appropriate for the particular situation. Formal tests and some informal tests are available from many leading publishers and the results of these along with the results of the teacher constructed tests pinpoint the exact skill level of the student. For example, the elementary student may know the consonants, but not the vowels. The junior high student may be able to multiply two two-digit numbers, but not if carrying is involved. The high school student may have a limited sight vocabulary and an inability to sound out words.

The age of the student is also of prime consideration. In addition to examining the skill level, the special educator must also consider if the student has progressed to the point in school where the focus should be on tutoring rather than on remediating, in order to help him/her succeed in the academic setting. This is especially important at the secondary level, where students do not want to appear different than their peers but at the same time, have specific course requirements for graduation.

If the student is of junior or senior high school age, it is particularly important to survey potential employability and consumer skills. What are the skills needed to successfully hold a job, live in a home or apartment, take care of one's self? There is an entire continuum of skills including filling out forms and applications, using checking and savings accounts, cooking balanced meals, voting, maintaining an automobile, dealing with insurance companies and being able to get help from various agencies when needed. There are also the related affectve skills of getting along with one's employer and co-workers and using leisure time successfully. Several books and commercially prepared materials treat these more thoroughly.

When listing strengths and weaknesses, it is necessary, also, to justify how they were established. The special educator should list all formal and/or informal tests, word lists or inventories which were used. This information can be included in the multidisciplinary team evaluation report.

STRENGTHS AND DIFFICULTIES IN THE PSYCHOMOTOR AREA

The psychomotor area includes the gross and fine motor skills. Gross motor skills include such tasks as walking, running, jumping, hopping and catching a ball. Fine motor skills include using the scissors, writing with a pen or pencil, coloring, manipulating toys and putting puzzles together. Most fine motor skills which are appropriate to the school setting are visual-motor skills. They require the eye to work with the hand to cut along a line, copy a shape or put a puzzle together correctly.

Problems in this area are usually obvious. The student who can not print or color and the student who has difficulty on the playground, stands out to both the general and special education teacher. There are many published tests which can be used to more closely examine the student who is demonstrating a problem in this area. There is also material in

Chapter six, Referral and Diagnosis. Strengths and weaknesses found in the psychomotor area should be listed on the learning profile, along with the manner in which the skill was evaluated.

It should be noted that students may exhibit problems in one, two or all of the skill areas, but strengths in a skill area should be listed even if no problem exists. The special educator may also match a learning strength from one area with a learning difficulty from another, as in the case of the student who has not yet learned to tell time (a cognitive difficulty), but whose parents have promised him a watch when he learns (an affective strength).

Learning Modes

Learning modes or styles are the particular ways in which one learns. Each person has his/her own best style or mode. Some remember a phone number by repeating it out loud; others must write it down and then look at it. The same thing is true of students. Some learn better in a one-on-one setting, others work well in small groups or in whole class activities. Many students pick up a good portion of their learning from reading assignments. There are others, who for a variety of reasons, pick up more information by listening to a tape or a record, or watching a filmstrip, an overhead transparency or a movie.

Is the student easily distracted by sounds, either inside the classroom or out, such as other groups in the hallway or traffic sounds? Visual distraction is also possible, exaggerated by such things as too many problems on a page or colorful, busy pictures. How does the student approach problems or tasks - in an organized or disorganized fashion? Does he/she look a task over before attempting it? Does he/she give up after a few tries, or stick to it until the task is complete.

The special educator must consult with the general educator in order to determine the particular styles or procedures which have been successful or unsuccessful in the past, and therefore, which conditions and techniques should be employed or tried to insure the highest degree of success. The information thus gained would be placed on the learning profile under learning modes.

LEARNING PROFILE

	DIFFICULTIES	STRENGTHS	LEARNING MODES
AFFECTIVE and/or COGNITIVE and/or PSYCHOMOTOR			

This is the model of the learning profile. It includes the difficulties, strengths and learning modes of the student for the three skill areas of affective, cognitive, and psychomotor.

To review, there should always be at least one strength for each difficulty. There may be a problem listed in a single area, in any two, or perhaps all three areas. Information on learning modes will relate to all three areas. When the profile information is complete, the special educator then moves to the learning prescription, the actual plan to be used to assist the student.

Learning Prescription

Once the learning profile has been constructed, the process of prescription writing or developing the IEP is greatly simplified. The special educator knows the precise skill level at which the student is functioning and the learning modes which have previously been successful or unsuccessful. It remains then to: 1) set educational goals for each of the identified difficulties, 2) set down specific techniques for accomplishing them, and 3) form evaluative processes for determining if they have been met. Goals, techniques and evaluation will each be discussed and then the prescription format will be illustrated.

GOALS

Educational goals are chosen by the IEP participants. Together, they decide the specific skills which the student needs in order to function at a higher level. The goals should be written using the data found under strengths and difficulties in the learning profile. For example, if a learning difficulty has been identified as the inability of a student to perform subtraction with regrouping and the related learning strength was that he can subtract one three-digit number from another as long as regrouping was not required, the goal might be: "The student will subtract one two-digit number from another when regrouping is required."

This general goal can also be stated in terms of a performance objective, such as, "The student will, given a sheet of 20 subtraction problems involving regrouping, correctly answer 18 of the 20 within a half-hour". There are many formats for performance objectives in educational literature. There are, however, several criteria which are shared by most. They involve the identification of:

1. The learner
2. The specific task to be accomplished
3. The conditions for completion
4. The completion

Performance objectives should always be stated in positive terms:

NOT: Tom will not get out of his seat.
INSTEAD: Tom will stay at his desk during the seatwork period for ten minutes, raising his hand if he needs help.

They should be concrete and observable:

NOT: Ann will be able to do addition.
INSTEAD: Ann will compelete 19 out of 20 addition problems, adding 2 double-digit addends without carrying.

They should be measurable:

NOT: Bob will improve one year in reading
INSTEAD: Bob will identify 90% of the Dolch words when presented on flashcards, given 5 seconds in which to name each word.

By being specific in stating the objective, the teachers, the student and parents all know exactly what is expected. By stating the conditions under which the student will work and the manner in which he/she will be evaluated, each person concerned will know exactly when the student has achieved his goal and is ready to progress further.

TECHNIQUES

That area of the learning prescription labeled as techniques reflects the knowledge gained in analyzing previous learning modes (as described under the learning profile) and results in the selection of appropriate materials, curriculum modification and behavioral strategies. (see Chapters eight and nine). Techniques from these areas, specific math or reading programs employed and behavioral programs designed for the student can be listed under this heading. In this way, those concerned with the student will know under what guidelines they are working. Additionally, decisions as to where the student will perform some of his/her tasks will be made and skills which will be delat with in the special education room and in the regular class will be defined.

In selecting the techniques to be used with a particular student, the special educator must consider several questions:

1. Will this technique make the student less unique and more easily accepted in the regular class?
2. Will this technique improve the general educator's perception of the student, helping to make her realize that with the properly chosen work the student will be both more successful and cooperative?
3. Does the technique reflect the student's strengths as well as difficulties?

With these factors in mind, the selection of materials and techniques is greatly facilitated.

EVALUATION

Diagnostic testing is an essential preface to the prescription writing process, and just as importantly, testing should be utilized to insure that the educational goals are being reached. Federal law requires that a means and schedule of evaluation for determining that the student' s goals and objectives are being met will be part of the IEP. It should not, however, only take place prior to an IEP. Evaluation should be part of the ongoing instructional plan. The special education teacher should always be evaluating whether the student has mastered a particular, specific learning task and is now able to move on to the next skill in the heirarchy. As mentioned earlier, evaluative instruments can be formal or informal. They can be commercial or teacher-constructed. They should, however, be utilized continuously.

Evaluation can include baselines,frequency counts, and charts for demonstrating gains in behavioral programs or those academic areas which are suitable for charting, such as the number of flashcards identified by the student or the number of math facts correctly answered in a given time period. A baseline is used before any technique is attempted. The teacher, social worker, or psychologist records the number of times a behavior occurs, the length of time the student performs a task or the number of items correct. Then during and after a technique has been implemented, the frequency continues to be recorded so that the teachers, the student and others involved can see the progress that is made. Charts are a simple means of recording this data. Either the teacher or the student can fill in the data for a daily or weekly progress check.

Evaluation can be done by the teachers, psychologists or other persons involved with the student depending on the area being evaluated. Pre and post tests used to evaluate a student's progress must be equivalent. That is, the post test must be measuring the same exact skill or skills which were measured in the pre test. Only in this way can the student's gain be clearly substantiated. Many commercially made diagnostic tests can be purchased in two forms, labeled as I and II or A and B. Two forms of the same test must be used so that the chance of a student recognizing the test items is diminished. In a teacher-made test, the syllables used for the student to identify vowel sounds can be changed so that different examples evaluate the same sounds. Reading passages at the same levels as the pre test can be used to check improvement in reading comprehension.

The importance of proper evaluative techniques can not be underestimated. The continuing evaluation of the student by charting or testing alerts the teacher to problems as they arise and allows changes to be made when necessary.

Completing the Profile and Prescription

The Learning Prescription as it has been described is illustrated below:

	GOALS	TECHNIQUES	EVALUATION
AFFECTIVE and/or COGNITIVE and/ot PSYCHOMOTOR			

To summarize the information required for the chart, an educational goal is defined for each of the difficultoes listed in the profile. The techniques for achieving these goals are then listed. Lastly, the methods used in evaluating the student's progress are recorded. These tests should be parallel forms of the pre-tests so that the most valid results can be obtained.

Form 7.1 represents the form before it is filled out by the special educator. Figure 7.2 summarizes the various items to be considered at each step in the prescription writing process. this form is used only as a reference for the teacher while analyzing the student's needs and obtaining the information required to complete the form as illustated in Figure 7.3. Examination of Figure 7.3 will allow the reader to follow the process from beginning to end, using a student model.

In summary, the prescription approach attempts to establish several objectives.

1. problem specificity
   The prescription process defines the problem in concrete, measurable terms so that all concerned with the student know what he is expected to accomplish
2. appropriate curriculum
   The process allows the special educator to examine the student's curriculum and provide alternatives where necessary to insure the success of the student.
3. learning strengths
   This format exposes the student's strengths, as well as his difficulties, so that positive traits can be built upon.
4. skill levels
   The prescription examines the hierarchy of skills in which the student is working to identify the exact point at which he should begin. In this way, too, the special eductor knows which skills to require of the student next, so that skills are not taught in isolation, but as part of a continuum.
5. learning conditions
   The environment in which the student is working is examined to see if there are factors which contribute to his learning problems.
6. program maintenance
   The prescription allows for decisions to be made regarding where the student is to perform various tasks - the special education room, the regular class or at home.
7. prescription revisions
   The evaluation of the student's progress is the best indication of how well the program is working. If the student is not progressing then the data in the profile should be re-evaluated and changes in the program made.

LEARNING PROFILE

Student's name ______________________ Date ________________

DIFFICULTIES	STRENGTHS	LEARNING MODES

Form 7.1

LEARNING PRESCRIPTION

Student's name ______________________________ Date ______________________

GOALS	TECHNIQUES	EVALUATION

Form 7.1 cont.

LEARNING PROFILE

DIFFICULTIES

AFFECTIVE

- Teacher-student relationship
- Self concept
- Peer group
- Attending to task
- Following directions
- Tests administered
- Test scores

COGNITIVE

- Academic skills
- Subject areas
  - Tutorial?
  - Basic skills?
- How did you arrive at that difficulty?
- Tests administered
- Test scores

PSYCHOMOTOR

- Cross
- Fine
- Perceptual activities
- Tests administered
- Test scores

STRENGTHS

AFFECTIVE

- Match strengths to difficulties
- Teacher-student relationship
- Self concept
- Peer group
- Attending to task
- Following directions
- Tests administered
- Test scores

COGNITIVE

- Match strengths to difficulties
- Academic skills
- Subject areas
  - Tutorial?
  - Basic skills?

PSYCHOMOTOR

- Match strengths to difficulties
- Gross
- Fine
- Perceptual activities
- Tests adminstered
- Test scores

LEARNING MODES

AFFECTIVE-COGNITIVE-PSYCHOMOTOR

Previously successful or unsuccessful conditions, styles or procedures

Current successful or unsuccessful conditions,styles or procedures

Fig. 7:2: Points to consider when constructing the learning profile and prescription

LEARNING PRESCRIPTION

GOALS	TECHNIQUES	EVALUATION
AFFECTIVE-COGNITIVE-PSYCHOMOTOR	AFFECTIVE	AFFECTIVE-COGNITIVE-PSYCHOMOTOR
Concrete, measurable positively stated observable	Individual Small group Classroom management Independent activities Appropriate to strengths and weaknesses Improve teacher's perception of student Make child less unique, more comfortable or accepted in regular class	Formal Informal Frequency counts Percentages Observations Who observes Classroom teacher Special education teacher Social worker Pre-post test
	COGNITIVE	
	Visual Auditory VAKT Individual Small group Tutor Independent In special education or regular class Appropriate to strengths and weaknesses	
	PSYCHOMOTOR	
	Individual - small group Classroom, special education P.E. teacher Paper & pencil tasks Motor activities Appropriate to strengths and weaknesses	

Fig. 7.2 cont.

LEARNING PROFILE

DIFFICULTIES

COGNITIVE

Inability to identify or reproduce all 26 alphabet letters – either in/out of sequence.

Inability to identify or reproduce numerals 1-10 in/out of sequence.

Inability to identify or reproduce a square, triangle, or rectangle.

Inability to match color words to correct color.

Tests Given:

P.I.A.T.
  Math - 0.0
  Rdg. Rec. - 0.2
  Rdg. Comp. - 0.0
  Spelling - 1.0
  General Info. - .0.
Stanford
  C.A. 7-4
  M.A. 6-8
Birthdate 8/11/66
Functioning on a
readiness pre-reading level.

Weakness: Verbal area
Memory area

STRENGTHS

Good visual motor skills.

Can correctly reproduce peg board designs, geo-boards and Frostig worksheet.

Good visual memory, puzzle solving and block building skills.

Test Given:

McCarthy Scale
Strengths: perceptual performance

LEARNING MODES

Can not work well in a large group situation such as the classroom.

Needs a one-to-one tutorial situation. Activites must be very structured, repetitive and concrete.

Does well with all kinds of manipulative objects.

Activities should be limited to 10-15 minutes with a short rest period in between.

Visual presentations

Fig. 7.3: A completed example of an early elementary student's profile.

LEARNING PRESCRIPTION

GOALS	TECHNIQUES	EVALUATION
He will be able to correctly identify and reproduce all 26 alphabet letters - both upper and lower case - in and out of sequence. He will be able to correctly identify and reproduce numbers 1-10 in and out of sequence. He will be able to attach to each number the correct quantity. He will be able to match the 8 colors and color words. He will be able to identify and reproduce a square, triangle and rectangle. Identify functional Vocabulary words such as: Men Women Hot Cold	Visual and manipulative activities as well as some requiring gross motor skills. Very small group - one other person or individually. Remaining time in own room should be in small group activities also. Highly motivated to please	Pre and Post Peterson test for Early Identification of Learning Disabilities Valett Inventory of Learning Skills. Informal Evaluations PIAT Teacher constructed evaluation as noted under goals

Fig. 7.3 cont.

WRITING INDIVIDUALIZED EDUCATIONAL PLANS

Federal Law 94-142 requires the development of an Individualized Educational Plan (IEP) for every student who receives special education services. As mentioned earlier, the IEP is a management tool. It describes the processes and procedures that were used to determine that the student was eligible for special education and then specifies the educational goals for that particular student. In this section a sample IEP form is presented, the process for developing an IEP is reviewed and the relationship of the learning profile and learning prescription to the IEP is examined.

Form 7.4 illustrates an IEP form which can be used for students who are being initially placed in special education or to review the progress of a student who is in special education. The form is designed in the sequence of activities that should take place at the IEP meeting. This form presumes that eligibility is determined by the IEP and that the educational plans are developed at the same meeting. Some alteration would be required if two meetings were required by a district or state. In addition, certain state laws would necessitate changes in the sample form. It is not intended for this chapter to be an extensive treatment of how to complete an IEP form. It is intended to demonstrate how the various facts of prescriptive teaching relate to the process.

In the first section of the form, basic information about the student is identified and any general or special education services the student is currently receiving are identified. The participants then review the diagnostic information provided by the MET. This would be the procedure for any student suspected of being handicapped and for special education students who are receiving their three-year re-evaluation. Both state and federal laws control the conditions under which a student is determined eligible for special education services. Once the eligibility has been determined, the goals and objectives are established, based on the learning profile and prescription. In the case of special education students whose progress is being reviewed, the evaluation information being maintained on the student's progress is used.

Once the goals and objectives for the student are developed, the continuum of programming is reviewed to determine the type of program which best suits the student's educational needs. This determination also includes any special services that are recommended, such as social work services, occupational therapy, etc. The amount of time of each program or service is also specified. Any other special considerations such as transportation or adaptations to the school environment are also treated here.

The second page of Form 7.4 is used with information being transferred from the profile and the prescription. Some teachers may want, however, to adapt the profile and prescription, in order to make them part of the IEP form itself. This would obviously depend on local policies and procedures.

IMPLEMENTING THE IEP - PRESCRIPTIVE TEACHING

The IEP is not meant to be written and then filed away until the next IEP meeting. The information is to be used in the everyday activities of the classroom. In order to most successfully accomplish this, the IEP (profile and prescription) should be constantly available to the teachers responsible for the student's general and special education programs. In order to continually evaluate the student's progress, one should make it a practice to use charts and graphs posted around the classroom as described in the chapters on modifying curriculum and behavioral strategies. Behavioral contracts are also evaluative tools. Each of these activities has built in evaluative components, saving time and allowing the teacher to always be aware of the student's progress.

In order for these techniques to work most successfully, however, it is essential that the special education teacher be able to break each learning activitiy into its smallest teachable components. If a student is unable to follow four step directions, giving him/her a hundred sets of four-step directions will not help. If he/she is able to follow single-step directions, then two-step directions should be the next skill taught. Only after two-step directions have been mastered can three-step be attempted. Similarly, in the academic areas, the learning tasks should be examined and broken down into identifiable, more easily learned subparts.

The IEP is the focal point for planning instruction for the special education student. In order to develop a thorough plan, carefully matched to the student's instructional needs, it is important to first complete an extensive, educational, diagnostic evaluation. The results of this evaluation are then used to design a learning profile and a learning prescription from which the IEP can be written and instructional activities developed.

INDIVIDUALIZED EDUCATIONAL PLANNING COMMITTEE REPORT

Student's name ______________________ Birthdate ____________ IEPC Date __________

Parent/Guardian ______________________ Address ______________________

Home Phone ______________________ Business Phone ______________________

Resident District ______________ School ______________ Grade __________

Services Student is Currently Receiving: ____

____

Current Level of Functioning:

____ Multidisciplinary evaluation team report attached.
____ See page 2 for previous goals and objectives attained.

Eligibility: Current ______________ As determined by this IEPC ______________

Alternative Programs/Services Discussed and Considered: ______________________________

____

Mark all appropriate Recommended Program/Service(s):

____ Placed in ______________ Program at ______________________ School
____ Continued in ______________ Program at ______________________ School

Other recommended services (include amount of time) ______________________________

____

Amount of time in General Education ______________ Special Education ______________

____ Recommended for further evaluation.
____ Not eligible for special education program/service.
____ Discontinued ______________ Program/Service ______________(date)

Justification for recommend Placement: (including consideration of least restrictive environment and close to home). ____

____

Transportation Provider and Special Conditions: ______________________________
Parent participation if not in attendance (calls, correspondence, visits): ______________________________

____

Additional Comments/Recommendations of I.E.P.C.: ______________________________

____

____

Committee Members: (signature and title) Check if not in agreement with attached report.
(IEP Implementer*)

1. (Admin.) ______________________ 5. ______________________
2. (Diagnostic) ______________________ 6. ______________________
3. (Instructional) ______________________ 7. ______________________
4. ______________________ 8. ______________________

____ I have received a list of resources available to assist me along with a written explanation of my rights to contest my child's placement.

____ I agree with the proposed recommendations and do not request a hearing.

____ I do not agree with the proposed recommendations and request a hearing.

______________________ ______________________
Parent or Guardian date Parent or Guardian date

Fig. 7.4

-2-

(use as many as necessary)

Student's Name ______________________________ **IEPC Date** ____________________

Previous Goals and Objectives attained: last IEPC date

GOALS	SHORT TERM INSTRUCTIONAL OBJECTIVES (include evaluation criteria/methods/schedule)	DATE MASTERED

Fig. 7.4 cont.

CHAPTER 8 OUTLINE: Modifying Curriculum

General Techniques 135
Techniques for Students with Poor Reading Skills 140
Techniques for Students with Poor Math Skills 144
Techniques for Students with Poor Handwriting Skills 148
    Alternatives to handwriting 150
Techniques for Students Who Can Not Follow Directions 151
Techniques for Students Who Are Poorly Organized 153
Selecting Appropriate Materials 156
    Interest level 156
    Instructional level 156
    Reviewing possible materials 158
    Input modes 158
    Output modes 159
    Matching skills 159
    A sample case 161
Interschool File of Materials 162

MODIFYING CURRICULUM

Before a student can be placed in special education, the general education teacher needs to identify various teaching strategies which have been tried with the student, the length of time and whether or not they were successful. In addition, the special educator often provides alternative approaches to instruction, both before and after placement. Some program alternatives within general education are discussed in Chapter five. This chapter presents methods of adapting instructions in basic skills and the content areas which can be used by both the general and the special educator. The techniques presented here are only a sample of the many options available. Most are adaptations of techniques currently used in many elementary and secondary schools. Some take very little time or energy to implement, such as focusing the attention of the class by turning off the lights. Others take considerable effort,as in rewriting passages of text books.

Selecting a particular technique not only means an awareness of the students' needs and learning styles but also the teacher's style. The amount of time allocated to a single student depends upon the many other demands on a teacher's time. The support personnel and aides who are available to adapt materials or provide instruction are also both important considerations. The effectiveness of some of these techniques is apparent almost immediately, as when a student completes a math assignment after masking part of the paper while working. Others, such as teaching organizational skils, will take longer before results are noted. The student's age, ability and interest level will have an effect on selection and effectiveness. Within each of the following sections, there are usually two types of suggestions made: 1)Those that affect the instructional (academic) level of the material presented and (2) those that do not. This is because some students need terms, concepts, or language simplified while others can understand the concepts if they are presented in a non-reading format.

While this chapter can be utilized independent of other sections of this book, the information found in the chapters on consultation, educational planning and behavioral strategies will help in selection decisions. In other chapters, joint lesson plans, grade assessment forms and grading contracts are discussed. Here only modification of instructional techniques and materials are presented. General guidelines are provided which can be used in almost any subject area. They provide a structure which the general educator can use to plan and develop options for students. Common problems found in elementary and secondary classrooms are identified and suggestions for remedial or alternative strategies presented. While sometimes redundant, this allows a teacher to pull together information directly related to the problem under consideration. The final section of the chapter describes how to select commercial materials to help modify the curriculum.

Occasionally, some teachers may consider such modifications as cheating. However, students will discard such "crutches" when they are no longer needed or when they have developed sufficient self-confidence. Teachers who are concerned should watch other adults who focus their attention by marking the reading line with their finger or who cover their ears to shut out distracting noises. It may help to observe techniques in use by persons around the teacher's lounge or by average and above average students before criticizing or preventing the handicapped student from using them.

GENERAL TECHNIQUES

The following suggestions provide some basic techniques for adapting the instruction of all students, not just the handicapped. They can be used in most subject areas and include ideas for improving self-concept as well as for providing additional, monitored time for the student. These suggestions do not require the teacher to take extensive amounts of time from the rest of the class, an important consideration in planning strategies.

Small, Distinct Steps

Material should be presented in small, distinct steps. By breaking an instructional task into discreet parts, students can master one concept at a time. This permits the teacher to identify and remediate a specific area of difficulty or misunderstanding for the student before the problem becomes more confounded by other steps.

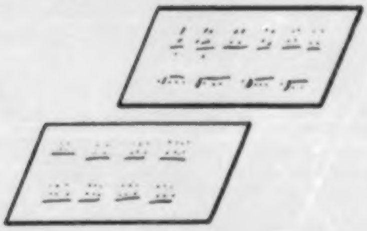
Repetition

Many exposures, using as many of the senses as posssible should be employed. By repeating material in a variety of modes - the auditory, the visual and the tactile/kinesthetic, the student is assured of gaining a complete understanding of the concept. For example, the teacher may drill the multiplication facts using flashcards, a cassette quiz, a teacher-made game using dice and wooden blocks to make the numerical arrays.

Shorter Tasks

For some students, distractability or frustration prevents them from succeeding at a task they are otherwise able to complete. For these students worksheets can be folded

or cut



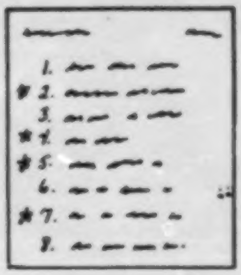
Workbooks can be given out a single sheet or page at a time.

Reference Charts

Where possible, reference charts can be provided for the student. Examples include the sequence of the alphabet, math tables and formulas.Often, when learning a skill, such as carrying, the student is hampered by his/her inability to perform another skill, such as the higher math facts. By giving the student a table of the math facts, he/she can then concentrate on learning the concept, in this case—carrying.

Making Correct Responses

Mark all the correct responses instead of those that are incorrect. This will increase the feelings of success for the student who is used to having all of his/her failures pointed out to him.



Compliments

Compliment students verbally or in writing, identifying exactly what they have done well. Verbal compliments should be sincere and focus on the exact behavior or task that is being reinforced.

"I'm very pleased that you finished all of your assignments today."
"This is a very neat paper."
"You stayed in your seat very well during seatwork, Jim."

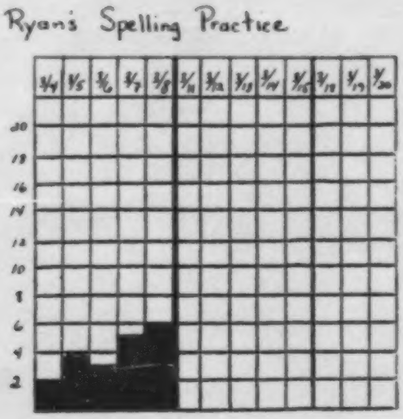
Volunteers

Utilize volunteers. Cross-age tutors, future teachers, cadet teachers, and parents or grandparents can provide assistance for students. This allows the student with a problem to have more attention and to be corrected and praised sooner, thus, allowing the teacher to attend to the rest of the class.

Charting Progress

In order to graphically show the progress of the student who moves slowly, make a chart to show the number of problems or words that he/she gets correct from day to day. The short amount of time it takes to do this is rewarding to both the teacher and the student, demonstrating that the work they are doing is having results.

This type of chart, however, should not be used to show the progress of other students. The student should be competing only with himself/herself and not against more capable students in the class.



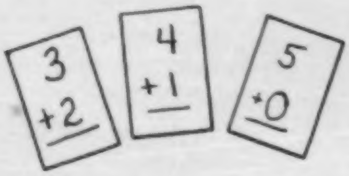
Teacher-Made Materials

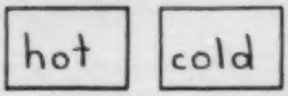
Teacher-made instructional materials provide extra drill in many interesting formats. Teacher-made materials are valuable in that they can be made with the knowledge that the student needs particular skills and has specific strengths. They also have the advantage of being comparatively inexpensive, provided the teacher or aide does not spend an undue amount of time in their construction. Teachers should be encouraged to use these types of materials as drill and reinforcement for all students in their class.

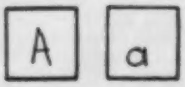
Unless there is a means of checking answers, an aide or student who knows the material should monitor or supervise the activity, so that incorrect answers are not reinforced.

Examples:

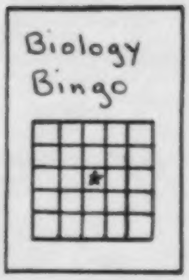
Card games (rummy or matching type) for assisted or directed instruction.

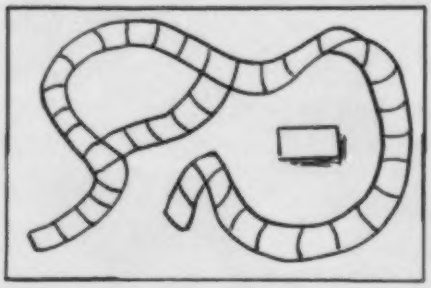




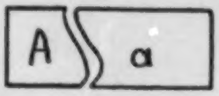


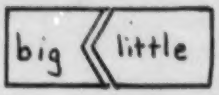
Board games.

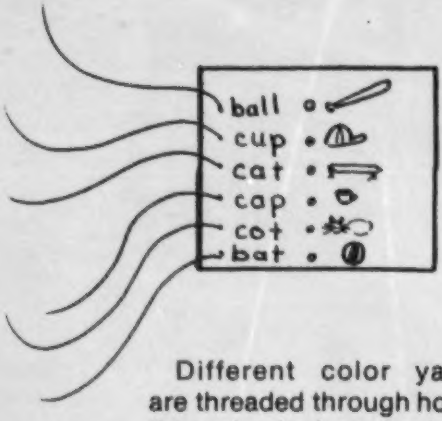




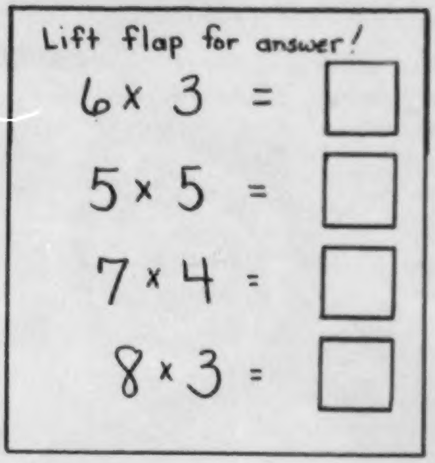
Self-checking materials for independent drill eliminate the need for someone to monitor the activity.







Different color yarns are threaded through holes, then checked on back for matching color indicating correct responses.



Eliminate Visual Distractions

Examine the learning environment for sources of visual distraction which can be removed or controlled. Students sometimes have papers, pencils, books and other materials on their desks. These should be placed out of sight. Even bulletin boards and stacks of instructional materials left around the room can be distracting.

Poor quality dittoes can be very frustrating for students who have visual perception difficulties. Dittoes should be clear, darkly printed and neatly written or typed.

Eliminate Auditory Distractions

Auditory distractions can include other students, the playground or noises from other classrooms. Some teachers have used head phones or ear muffs to eliminate excess auditory stimuli. Others construct quiet areas by using dividers or classroom furniture.

Sharing Drill Sheets

Use drill sheets from teachers in other grades, for students who are working at instructional levels different from the rest of the class. This saves the teacher from having to make individual drill sheets for one student in the class.

Programmed Materials

Commercial or teacher-made programmed materials allow students to progress at their own speeds and gain immediate feedback. This should be a directed activity, however, since some students miscall words, others may skip pages. Some programmed materials are self-correcting.

Exchanging Students

Teachers in different grades may exchange students whose instructional level in a particular subject more closely matches a group in the other teacher's class.

As an example: Mr. Smith, a third grade teacher sends a student to Mrs. Jones' 4th grade room to join a reading group. She in turn may send a student to Mr. Smith's room for math.

TECHNIQUES FOR STUDENTS WITH POOR READING SKILLS

I have a student who understands the concepts in my course, but cannot read at grade level. What techniques can be used?

Content areas can be, at the same time, the easiest and the most difficult to adapt. They are the easiest because many teachers already incorporate into their lesson plans the use of student projects and audio-visual aids including filmstrips, movies and slides. They are the most difficult in that often asignments and tests are written at higher levels than some students can read or comprehend.

Perceptual problems cause difficulties with word recognition. Often students do not finish assignments because they are unsure of the importance of what they have read, or are exhausted from their reading efforts. They might, on the other hand, not reread the passage after decoding and thus not realize the importance of what they have "read". The following techniques are used by many teachers to help minimize these problems for students who, except for their poor reading ability, can comprehend the material.

Student Readers

Have another student read the assignment to the poor reader. This allows for better comprehension of the material without penalizing the student for his/her inability to read the material.

Tape Recording

Tape record passages from the text and have the student either listen only, or follow along with the text while listening to the recorder. The second technique is especially good because it reinforces the words the students already know and immediately acquaints them with those that they do not know. When taping this type of material, care should be taken that the recording is free of distracting background noise and that the speaker has a pleasant, distinct voice. In some schools, high school students in public speaking classes have received credit for taping chapters or parts of texts.

Tapes sometimes include advance organizers, questions which prepare the student for the important ideas such as:

> "While listening to this chapter, try to imagine how each of the two main characters feel about going to war."

Rewording

A text reworded in a simpler form can be used with individuals, small groups, or entire classes. This involves a great deal of time and energy on the part of the teacher. The teacher selects words that are easier for the student to read and usually shortens the sentences. This allows the student to concentrate on the concepts being presented and not on the process of reading. This is an extremely time-consuming technique, but has benefits for all student who would have difficulty with the material, not just those placed in special education classes. Several teachers using the same text can share the responsibility for rewriting and then make multiple copies of the material.

Less Questions

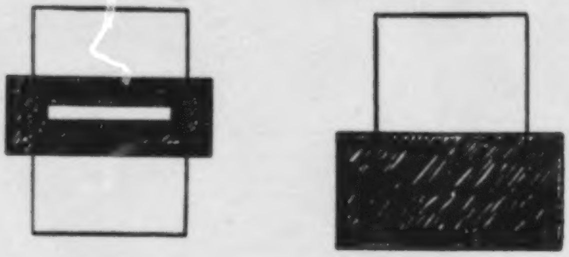
Allow students to do less questions or problems. This can be accomplished by having the student do "the first five" or "only the questions which have been starred." The use of this technique recognizes that the student can not complete as much as other students in the class and yet still gives the student the credit for work done.

Underlining

A quick technique for use with the student who does not have a severe reading problem is underlining important words or ideas. In this way, the student is visually aware a specific item is something that is important and, therefore, attends to it.

Masking

With a blank sheet of paper, cover lines below the one the student is reading. For some students, a frame may be necessary. A frame is a sheet of paper with a rectangular hole cut out to reveal space for only a few words.



Longer time Periods

Allow more time for students who are able to use the regular text if given additional time to read. Provide them with the opportunity to take the assignment home or to a study hall. In this way, students are not penalized for their lack of reading speed.

Breaking Down Assignments

Break down a reading assignment into parts, perhaps as small as one or two pages, and have the student concentrate on reading each of these small sections. The student is then not overwhelmed by the amount of material to be read and has a feeling of satisfaction and closure after completing each part.

Study Questions

Provide the student with study questions for reading or listening assignments to help organize the materials being covered. Many students who have trouble in school lack the necessary organizing skills. Parents or student aides can help the student where necessary.

Non Reading Substitutions

Substitute projects for written assignments or reports. In this way, the student can demonstrate knowledge of the subject, without emphasizing his/her reading difficulties. Projects may include:

- Posters
- Charts
- Drawings or illustrations
- Flannel Board designs
- Shoebox panoramas
- Constructions such as models of forts, cities or animal dwellings
- Collections of animals, rocks, seeds, leaves
- Tape recordings of mock battle, a radio show or historical speech

Oral Reports

Allow the student to give oral reports rather than written ones if he or she is more comfortable speaking than writing. This allows the student to demonstrate knowledge of the subject rather than a lack of written language abilities.

Highlighting

In assignments, textbooks or tests, highlight important work or phrases so that the student is visually aware of their significance. Spelling lists can be developed from highlighted words.

Color Coding

Similar to highlighting, color coding can be used to identify related words, concepts or processes.

Example: In a history text, famous people would be color coded yellow
while famous places would be coded green.

Audio Flashcards

Put questions for tests or homework on audio-flashcards. This reduces the pressure of reading and allows the student to concentrate on recalling the information. The student can see and hear the questions. He/She can then write the response, type it or tape it on another card. On some cards, the answers can be recorded by the teacher to make it self-checking, either by taping the answers on the back of double sided cards or by cutting a notch in the tape track. The card stops at the notch and after deciding on the answer the student nudges it to continue with the answer.

Spelling tests can be given by numbering the cards and recording the words without presenting them on the card. The student then places the cards in the machine, repeating words as often as needed, writing the words on his/her test paper.

Pairing

On a group project, pair a good student and a poor reader. The less able reader can use audio-visual or taped material for information which is combined with what the better reader has researched to complete a project. (See project previously discussed).

Avoid Essay-Type Tests

For problem readers, stay away from essay-type tests. These can be frustrating for the student who has poor written language or reading skills. Instead, true-false, matching or multiple choice questions should be used. An exception to this occurs when the student is allowed to respond verbally instead of in writing. The teacher asks the student the same essay question that is asked of other students, allowing some time to consider the answer, perhaps make a few notes and respond.

Leading Questions

Ask students one or more questions **before** beginning reading assignment. This helps them to organize their thinking and direct their reading.

> "While you are reading this chapter, pay attention to each different method of transporting goods."

Visual Aids

Allow the student to use filmstrips or other visual aids that stress the same concepts in a lesson, rather than requiring him/her to read the assignment. Be sure that the student is then included in the class discussion of the topic.

Study Guides

Make ditto study guides, which break down the material point by point.Include the page numbers of the text in order to relate each item to the appropriate place in the book.

1. What are the three types of rock? (p.111)
2. Explain where sedimentary rock comes from. (p.112)
3. What is a "fault?" (p.114)

TECHNIQUES FOR STUDENTS WITH POOR MATH SKILLS

How can I help students whose perceptual, emotional or problems interfere in math?

There are many possible reasons for a student to have difficulty in arithmetic. Poor reading skills can prevent the student from understanding written directions and comprehending word problems. A high degree of distractability can cause students to lose their place on a page filled with problems. Perhaps the student works considerably slower than the other students and yet understands the process. The techniques and suggestions that follow help students to be more successful in arithmetic and to demonstrate mathematical skills, independent of their academic or emotional problems.

Less Problems

Have the student do less problems or questions. This can be handled in two ways. First, the student may be directed to do only the problems which the teacher has starred. Secondly, the student may be required to do only a specific number of problems, starting at the beginning of the list. In this way the student who understands the process, is not penalized by the slow speed at which he/she works.

Lower Percentage Correct

In this technique students are still required to complete the same assignment as the rest of the class. They are graded however, on a different scale; fewer correct responses are needed in order to achieve a grade. While probably less preferable than technique number one, there are times when the teacher does not want to single out a particular student. This technique allows the teacher to be subjective in the grading process.

Hints

Write out hints or reminders on the student's tests or worksheets. This is a more abstract methods than color-cueing.

Watch your signs!

$$\begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ \ 5 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ -\ 4 \\ \hline \end{array}$$

Do the operations inside of parentheses first.

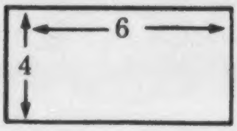
$8 \times 7 + (2 \times 3) =$ ________

$3 + 9 \quad (3 + 1) =$ ________

Pictures

Where possible, include pictures to aid the student in visualizing the problem.

Find the area of the rectangle 4 by 6 inches



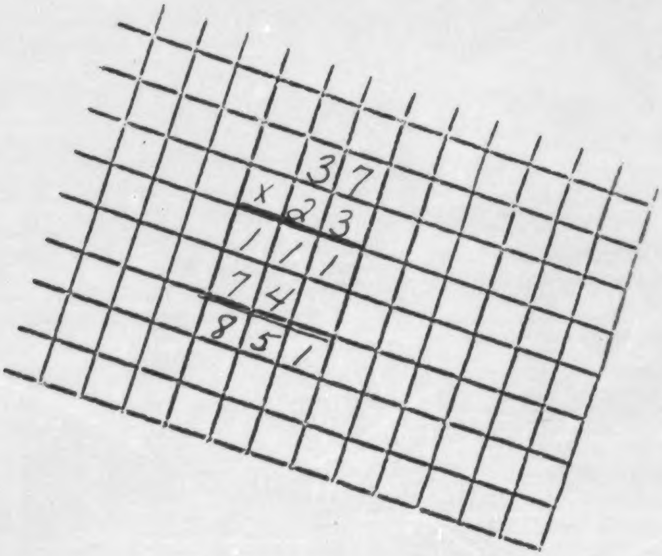
Computational Aids

Allow the student to use such computational aids as counting blocks, number lines, an abacus or charts. As students become confident, they will gradually decrease the amount they use the aid. In the meantime, however, the student can continue to learn the various processes as they are taught.

Graph Paper

Have the student work on graph paper to keep the lines and columns of the problems straight. This prevents errors made when columns of numbers are tilted and the student adds numbers in the tens columns to numbers in the units columns.

Example:



Correct vs. Tried

Score a test according to the number correct, out of the number attempted in order to give the slower-working student credit for accuracy and effort.

i.e. $\frac{\text{number correct}}{\text{number tried}} = \frac{8}{10}$ instead of $\frac{\text{number correct}}{\text{total number}} = \frac{8}{20}$

Longer Time Periods

By allowing the student a longer period of time to complete an assignment or test, the student is not penalized because he/she works slowly. However, staying in for recess or at lunch is not an acceptable alternative because this is usually viewed by students as punishment.

Spacing of Problems

By spacing problems farther apart on the page, students are less distracted and less likely to lose their place. This aids more accurate problem solving and more rapid completion of the assignment.

Write Clearly

Writing numerals clearly seems like an obvious statement. However, it is very important that the student, who has difficulty in math, is not distracted by having to decipher the symbols on the page. This should be kept in mind when making dittos and when writing on the board.

Show Examples

On an arithmetic sheet, give an example of the problem or problems. This eliminates the possible confusion over what is expected.

$$\begin{array}{r} 63 \\ \times\ 10 \\ \hline 00 \\ 63 \\ \hline 630 \end{array}$$

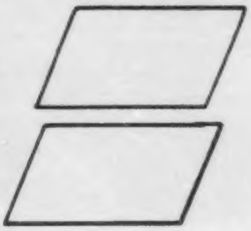
Group Similar Problems

When a worksheet or test has several kinds of problems on the same sheet, group problems of the same process together. This assists the student who has difficulty paying attention to sign changes and will facilitate problem completion.

i.e. $\begin{array}{r} 16 \\ -\ 9 \\ \hline \end{array}$ $\begin{array}{r} 13 \\ -\ 2 \\ \hline \end{array}$ $\begin{array}{r} 14 \\ +\ 15 \\ \hline \end{array}$ $\begin{array}{r} 25 \\ +\ 11 \\ \hline \end{array}$

Physically Divide Tests

This technique goes one step further than the previous example. The teacher may fold or actually cut the test or worksheet into sections of similar problems. Some students may need even more assistance. The teacher shows the students an example at the board and then assigns that particular section for completion. Teachers use this technique with students who show a very high degree of distractability or perseveration, continuing to use one arithmetic procedure, even though the sign changes.



Alternate Materials

Some students may need to work at another level. In some cases programmed materials may be a workable option.

Multiple-Choice Response

Use multiple-choice response so that the student can pick the correct response from a selection provided. The extra choices may include answers that would result, for example, if the student added instead of multiplied or did not carry when appropriate.

Fill-In Responses

Use fill-in questions that have a space provided for each letter in the required word.

A figure with four equal side and four equal angles

is called a ....

The first letter of the missing word can be provided as an added clue.

Rewording Story Problems

Reword the story problems so that the poor reader is graded on his/her ability to do the process, rather than on his/her inability to read.

Underline Important Words

This technique has the same purpose as color-cuing. The student is made visually aware that something is important. This is especially good for directions on a test or worksheet.

Syllabification

Divide difficult words into syllables to help the poor reader figure them out.

Give an ex-am-ple of the fol-low-ing:

Color Coding

Color code the important words or symbols, such as the minus or plus signs or the words in a story problem, which give clues as to the process to be used. This provides the student with a visual clue as to the importance of the color-cued item. Gradually, students should assume this responsibility themselves - marking or highlighting one type of problem before beginning the assignment.

TECHNIQUES FOR STUDENTS WITH POOR HANDWRITING

How Can I Help A Student Improve Handwriting Skills?

Handwriting, and the related skill of coloring, is sometimes difficult for "good" students as well as "poor" students. There are many reasons for this, including an inability to copy from the chalkboard and difficulty holding the pencil or keeping the paper on the desk. Specific suggestions for aiding the student who has problems in writing are:

Copying from Board

If copying from the board is a problem, many students can make the transition by first copying from a second sheet of paper at their desk. Gradually moving the paper further from the copy and turn it vertically rather than horizontally until the student looks up and down like copying from the black board.

Taping Paper to Desk

Tape the paper to the desk for students who cannot seem to keep it there by themselves. This should be done in such a way that the student does not think he/she is being punished. Explain why it's being done and encourage the student to be responsible for taping it down. This technique eliminates a common source of conflict between student and teacher caused by the student continually jumping in and out of the chair to retrieve lost paper.

Pencil Grips

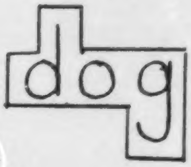
Commercially made pencil grips are made for the student who has difficulty holding a pencil. These can also be made by the teacher out of clay, plaster of paris or tape wrapped around the pencil.

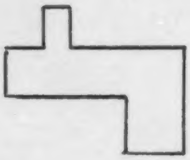
Green Means Go

Some young students have difficulty starting on the correct side of the page. To aid these students, place a green dot or line along the left side of the paper so they know where to begin. The baseline of primary writing paper can be traced over in green so that the student who cannot seem to stay on the correct line will know where to place each letter.

Configurations

To help the students who have difficulty spacing the letters in a word, draw the configuration of the word on the paper and have them write the word within it.

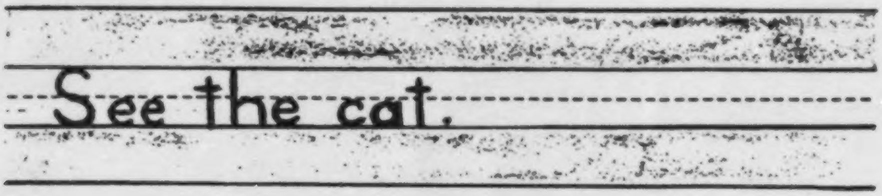




Gradually reduce the visual clues.

Blocking Out

On the students' writing paper, fill in the spaces between the line they should write on, so that they know exactly where the words should go.



What Are Some Alternatives To Handwriting For Students Whose Writing Skill Does Not Improve?

For some students, both in special education and regular education, all attempts at improving handwriting seem to fail. At this point, alternatives to handwriting should be considered. These alternatives may include:

Typing

Many students who are very poor writers can learn to type efficiently. These students should be taught typing and allowed to use it for assignments. This may be distracting to other students. If so, the student can type assignments in another room or during a time when others are not involved in quiet activities.

Change Test Format

For the older student who has difficulty writing the true-false or multiple choice test formats are less frustrating than fill-ins or essay-type tests.

Programmed Materials

The use of programmed materials decreases the need for written responses, thus eliminating a great deal of frustration from the poor writer.

Cursive vs. Printing

Some students do better at cursive writing than at printing. The theory is that they can picture the word as a whole, rather than as many parts. No matter what the reason, it does occur, and it is not necessary for a student to master printing before attempting cursive writing. If the students show progress in cursive writing, allow them to use it.

Coloring

If the kindergarten or primary-age students are extremely frustrated by coloring, do not force them to color every sheet. Practice will not necessarily make perfect. If the student needs to demonstrate knowledge of the colors, or needs to identify groups of pictures by using colors, allow him/her to make a single stroke with the proper color in the appropriate place.

TECHNIQUES FOR STUDENTS WHO CANNOT FOLLOW DIRECTIONS

I Have A Student Who Just Cannot Follow Directions. What Can I Do?

One of the greatest problems faced by poor students, and consequently their teachers, is the inability of these students to follow directions. This skill, like organizing, is something that can be facilitated by the teacher, either at the elementary or secondary level. While some of the following suggestions are appropriate only for younger students, others can be adapted easily to the needs of older students. It should be noticed that the single most-evident characteristic of all these ideas is clarity - simple, step-by-step directions, written in the most basic language possible.

Lights

Turn the lights off and on before giving directions so that the student's attention will be focused on what is being said.

Eye Contact

Catch the eyes of the student who has difficulty following directions and then explain what you want the class to do. This decreases the possiblity of the student being distracted by other sounds or actions.

Physical Contact

Gently hold the student's arm or shoulder when giving directions. This helps focus the student's attention on what is being explained.

Repetition

Have the student repeat the directions back to you. In this way any misunderstandings can be cleared up immediately.

Visual and Auditory Inputs

Give directions using both the visual and auditory modes.

Examples: Write directions on the board and give them verbally to the class.

Write directions for worksheets or activities on audio flashcards, and paperclip them to the material. The student may then read the directions and listen to them on the flashcard reader.

Break Into Steps

If the directions are complex, breeak them down into smaller steps and list them so that the student can follow them as he/she works.

Example: List each of the underlined words in this chapter. For each word:

1. Decide if it is a noun or a verb.
2. Write noun or verb after it.
3. Write in your own words, what the word means.

160

Buddy System

Assigned a buddy or neighbor to help the student by giving him/her directions, as needed. This can be done without singling out the needy student by assigning a student in the class to be a "helper." It would be this student's responsibility to assist anyone in the class who needs the directions explained.

Audio-Flashcards

Write directions on audio-flashcards which are then clipped to the assignment sheet (especially appropriate for classrooms set up with centers). The students then take the cards to the card reader (i.e. Language Master), where they get the directions both visually and auditorially.

Limit Number

Whenever possible, limit the number of directions to that which the student can accomplish. For some students, one direction at a time may be all they can handle. In order to increase the number of directions a student can follow, structure instructional activities and give repeated practice in gradually more difficult directions.

Games

For practice in following directions, Simon-Says type games are especially useful. Young students enjoy them, and the teacher can begin by giving single directions, increasing the number or length as students are able to follow them.

TECHNIQUES FOR STUDENTS WHO ARE POORLY ORGANIZED

How can I help the student who seems to be poorly organized?

Organization is a cluster of skills which is not inherently possessed by all students. This is evident in the way students approach a problem, written assignment or a motor task. While many teachers instruct students in how to outline, there are many more basic steps which need to be taught if the student has poor organizing skills. Some of these suggestions are appropriate for younger students, while others are useful with older students involved in a variety of academic tasks.

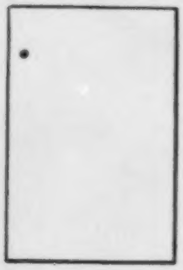
Lights

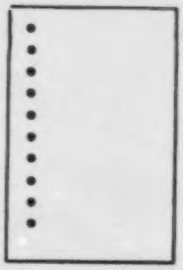
In an elementary setting, turn the lights off and then on again and state that "it is now time for math". This will focus the students' attention on what is expected next and allow them to make a clean break from the subject just completed.

Starting Places

Mark with a green dot the place on the paper at which students are to begin. This prevents them from becoming lost on the paper even before they begin.

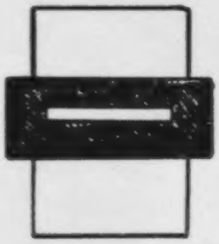
Some students need a dot on each line so that their left margins do not creep across the page.

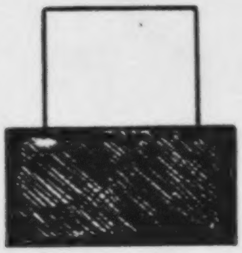




Masking

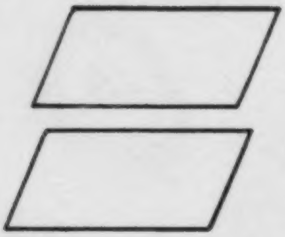
Block off, or mask sections of work which the student has completed or has yet to complete (each row of problems or each question) so that he always knows where he is on the page.





Divide Worksheets

It may be enough to draw lines to divide worksheets on tests into various sections according to types of questions or problems. This allows the student to focus on a particular process or type of response. Other students may need the sheet folded or cut:



Color Cuing

The teacher, and eventually the student, can color code important words, concepts, or processes such as highlighting all of the subtraction problems on a page containing many types of problems.

Underlining

Important facts in textbooks or on worksheets can be underlined (or highlighted) to emphasize their importance.

Listing Steps

List the steps in a mathematical process or an experiment so that the student knows exactly what is expected.

i.e.: How to grow a plant from seed.

1. Fill a container with potting soil.
2. Place the seed on the soil.
3. Cover the seed with a little more soil.
4. Water slowly until the soil is damp, but not until the water is standing on top of the soil.
5. Place in a warm, sunny spot.
6. Water each day.

After you have done this for the students several times, have them list the steps they go through to perform the task or to work a problem. By telling you the steps students are organizing the task in their minds.

Leading Questions

Ask the student directive questions before he/she begins to read an assignment, so that the student knows when something is important.

> "Be looking for the names of the two generals who led the troops during this battle."

Student-Made Lists

Have the student list the important people, events or facts after reading a selection. Have him/her explain to the teacher, aide or another student why each was important. This is a good skill to teach before outlining, because the student must first be aware of the important ideas before he/she can establish relationships between items.

In conclusion, it can be seen that many of these techniques are already employed by teachers and represent only a few of the possible ideas available. By organizing them into subject areas, the special educator can use them as a guide when working with the general education teacher to provide alternative plans for their students.

Most of the ideas presented here were selected according to several specific criteria which make them useful in the classroom. They explain how teachers divide subject matter into smaller, easier steps; organize it for the student; and provide alternatives to reading. The last criteria is especially important, in view of the many ways in which adults compensate for disabilities in reading .

SELECTING APPROPRIATE MATERIALS

The selection of appropriate instructional materials is a complex process involving the analysis of both the learner and the material. Such factors as the interest level and reading level of the learner are usually taken into account by teachers. However, many less obvious factors can influence the effectiveness of an instructional activity. This section identifies some of the other variables which teachers should consider before using a book or material with a particular learner. Also it should be noted that a particular material may meet differing needs of several students and not at all meet the needs of another student.

The flowchart in Figure 8.1 illustrates a process which can be used in selecting materials. While many procedures have been developed for this purpose, an attempt has been made to provide the teacher with an orderly sequence of criteria, presented in a step-by-step format, which will allow the teacher to rapidly match materials to a particular learner. There is no need for the teacher to complete any type of form in order to accumulate necessary information about the material and data taken from the various consultation forms, the learning profile, diagnostic results, and observation will provide the needed descriptors of the learner.

The section is divided into subsections according to criteria used at each step of the process. In the last subsection, the concept of an interschool file of materials will be presented. This file is a format for compiling many of the materials used by the special education teachers within a school district. It is a procedure which allows for preview and selection of materials which are appropriate for specific students. The interschool file of materials utilizes the same criteria presented in the learner-material match, in order for the teacher to make efficient use of the system.

Interest Level

As shown in the flow chart (Figure 8.1), once the subject area and objectives for the learner have been established, the teacher determines the interest level of the learner. Interest level is determined by 1) chronological age, 2) sex, and 3) likes and dislikes of the learner. By choosing the appropriate interest level, the teacher is recognizing that while the student is a poor reader, materials should not be selected with only the reading level in mind. For example, most upper-elementary through high-school age boys prefer such topics as cars, motorcycles and sports. This knowledge is useful in selecting books to improve the student's reading comprehension. An individual student may have a particular interest in music, a hobby or in making models. All of these things can aid the teacher in selecting a material that the student will find interesting. For example, the student who collects rocks may be able to give an oral rather than written report to the science class. The student who is proficient at making models may be able to make a model plane or a mock-up of a battle scene for a social studies class. In mathematics, the teacher can select a kit or a book which uses problems oriented around sport scores and averages, or automobiles and racing.

In examining the material, the teacher should carefully consider the illustrations. A science text illustrated with small children is not appropriate for upper grade students who read at lower levels. By incorporating the interests of the student into as many subject areas as possible and by being aware of materials which embarrass poor readers, the teacher increases the probability that the student will accept and benefit from the materials provided.

Instructional Level

The next step in the process is the determination of the student's instructional level. If a material is too difficult, the student will be frustrated and unsuccessful. On the other hand, if the material is too easy, then new learning will not take place. Since the amount of time available for the teacher to work with a student is limited, finding materials at the proper instructional level is crucial.

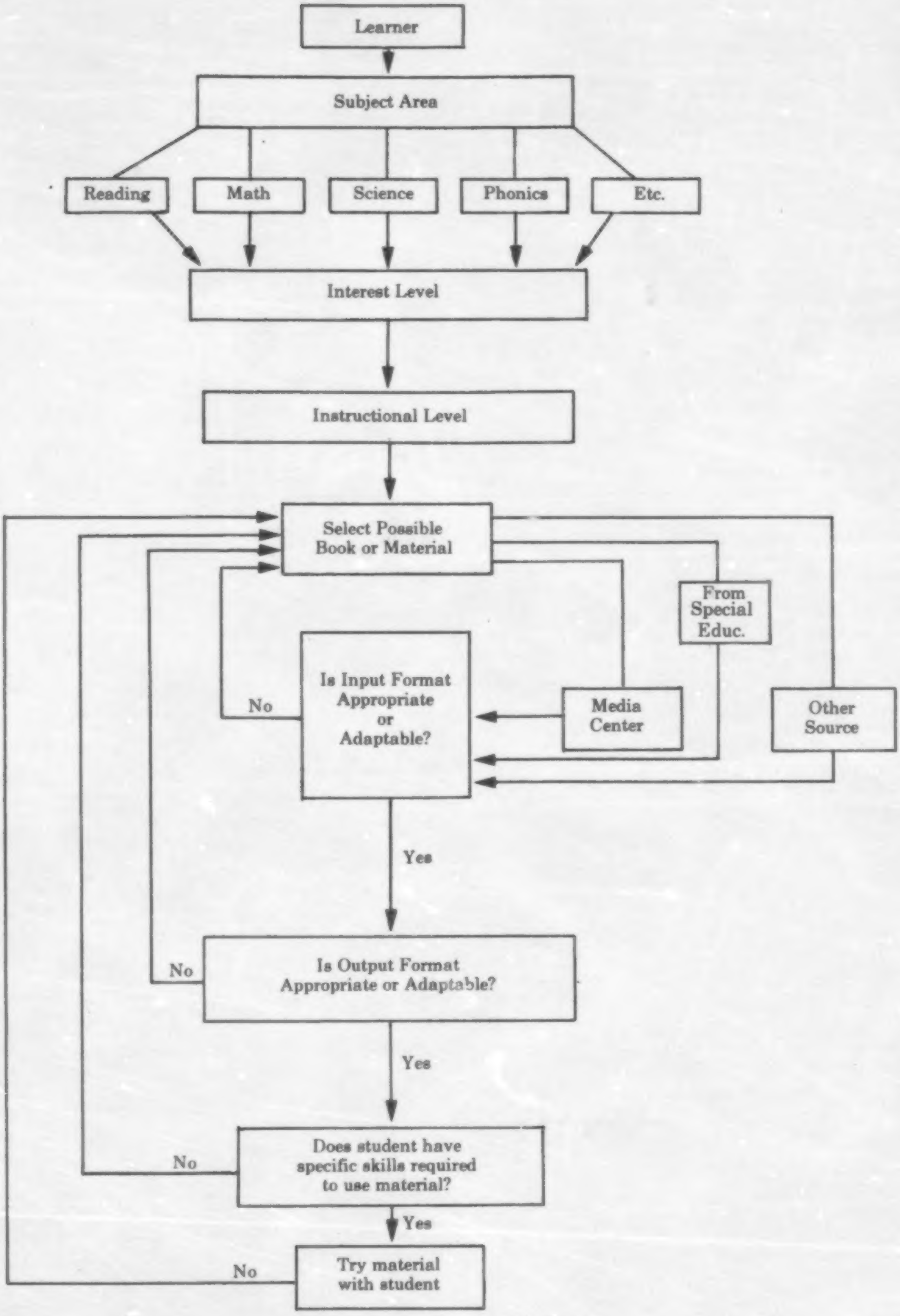

Learner
Subject Area
Reading
Math
Science
Phonics
Etc.
Interest Level
Instructional Level
Select Possible Book or Material
From Special Educ.
Is Input Format Appropriate or Adaptable?
No
Media Center
Other Source
Yes
Is Output Format Appropriate or Adaptable?
No
Yes
Does student have specific skills required to use material?
No
Yes
Try material with student
No

Fig. 8.1: The process of selecting material

Usually, some types of diagnostic reading and math tests are administered to students entering a special program. The results of the reading test will help not only in the selection of reading books and materials, but also in the content areas. Results of the math tests will determine those skills with which the student is having difficulty and, therefore needs instructional materials.

If textbooks do not specify a reading level, there are several formulas which the teacher can use to figure it out. In Chapter six, the Fry Readability graph is presented. It should be remembered that various reading tests provide slightly different scores, in the same way that the various readability formulas yield different levels for the same book or story. The reading level sought also varies according to the purpose. Reading for enjoyment should include fewer words for the student to struggle over than an instructional material, selected to build vocabulary. Most science tests are written at a higher reading level than the actual reading texts appropriate to that grade level. Lastly, if the passage is something that the student understands or enjoys, he/she will probably decode many, more difficult words than he/she would normally attempt.

Reviewing Possible Materials

Knowing the skill or lesson to be taught and the interest and instructional levels of the students, the teacher selects a text book, game, kit or other educational for further comparison to the student's needs. Possible sources of such materials are the resource room, teacher-made activities and school or regional media centers.

From the flowchart (Figure 8.1) it can be seen that once the material has been selected it remains a matter of matching the characteristics of the material to the skills and needs of the student. The three criteria used to examine the material are 1) input mode, 2) output mode and 3) specific skills. If the teacher decides that the material is not appropriate, either of two things can be done. One choice would be to reject the material and select another. Secondly, the chosen material could be modified in order to facilitate the learning process. Such modifications could include putting written input on tape, changing the manner in which the student is to respond from written to verbal, or illustrating the directions. When selecting materials it is also important to be aware of the amount of time the teacher will need to spend in presentation and supervision.

Input Modes

The term input mode refers to the manner in which the student receives information from the material. Input can be made auditorially—by means of the student listening to another person, a tape or a record. Input can be made visually—the student sees print or pictures in a book, looks at an object or observes transparencies or movies. Input can also be made tactilely and kinesthetically. This means through the senses of touch and motion. The student can feel rough and smooth textures, hot and cold, the shape and size of an object.

Each of us has a particular way in which we learn best. Some people write down a phone number they wish to memorize and look at it for a few minutes. Others repeat it to themselves several times, firmly implanting it in their memories. One person pictures the symbols of the numbers in order to remember, while another person hears the sounds of the words. The same thing is true for the student. Some respond better to tapes, records or being read to. Others will get more from reading or observing pictures. Frequently, however, the poor student is observed to be an auditory learner who may have difficulty in reading and in organizing the things seen. Much of what students are supposed to learn in school is presented through the visual channel—textbooks, overhead transparencies, chalkboards, bulletin boards and charts. The special educator should not, however, immediately reject materials with these components or techniques. He/She should look for accompanying features which will reinforce auditory abilities, such as records, tapes or cassettes. Also, look for features which will give the students tactile-kinesthetic input. Materials in this category include sandpaper letters or figures, the tracing boards in which the words or figures are indented so that the student can move a finger along the shpae of the letter, and geometric models which the student can handle to discriminate shape.

Notice that a blending of input modes was suggested. Many poor learners are aided by a multisensory approach--information presented through every possible mode in order to assure that the greatest amount of learning will take place. Filmstrips with accompanying records or cassettes, a written passage with a three-dimensional model, and audio-flash cards (Language Master cards) are examples of this type of material.

When examining a material in terms of its input mode, it is not sufficient merely to see which input mode is used. It is also necessary to examine it for distractability or clutter. That is, are there many colorful illustrations filled with may objects which can draw the student's attention away from the text? Are there many problems on the page, which can cause the student to lose place or feel defeated? In the case of tapes or records, is there a distracting background, either in terms of noise or music? In the case of a speaker, does the person have a distinct voice, free from distracting mannerisms or accents?

Thus, it can be seen that examining the input mode of a material includes not just identifying a learning mode, but also in being certain that the material is clear of distractions which prevent the student from learning most efficiently. As mentioned before, the teacher can reject the material at this point or can modify it if the output mode and the skills needed match the learner.

Output Modes

Output modes are those ways in which the student demonstrates ability to perform a task or shows that understanding of what has been asked. Output can be verbal, as is the case when a teacher asks a question in class and a student responds in the same way. Verbal output also includes recording on tape or on audio flashcards. Output can also be motor. Motor responses include pointing to an answer, nodding the head in agreement or shaking it in disagreement, or performing a task such as assembling something or sorting items by attributes. Motor output also includes writing responses, such as manuscript printing, cursive writing, typing or braille writing. Since the written output mode is so complex, it has been separated from motor response in the flowchart for ease in selecting an appropriate output mode.

The output mode that is used will depend upon the student's abilities. If the student is able to give a better answer by stating it on tape or by saying it aloud than by writing it, then this technique should be selected. If the student has difficulties in the area of language, then an appropriate selection is a material which asks the student to check the correct response, draw lines to matching items, or perhaps sort objects which belong to the same set, such as all flashcards which add up to twenty. As was mentioned in the section on input modes, one specific output mode should not be used all of the time. Using a variety of input and output tasks may build the student's ability to respond in many different ways and will probably also prevent the student from becoming bored.

Matching Skills

The third area which must be examined when selecting an instructional material is really a group of questions which must be asked in regards to specific skills needed to use a particular material. Can the student understand the directions? In the case of a piece of equipment, such as an audio-flash card reader, can the student turn the machine on and off, repeat if necessary, make needed adjustments? With materials in the content areas, they should be examined for reading or language skills beyond the student's ability. Is the material self-checking and, if so, does the student know where and how to find the answers?

Each material examined in this way will present its own set of questions to be answered. Teachers must ask themselves, "What skills does the student need in order to properly use the material?" As in the case of input and output modes, the teacher can make modifications such as color-coding function buttons on equipment, taping the directions for a kit or having the student check with the aide before using the answer key.

A Sample Case

The following example is presented to demonstrate the process involved in selecting materials. This fictional student is used to show how a teacher proceeds from one step to another as described in this text and in the flow chart.

> T is a fourteen year old boy in the seventh grade. The diagnostic information includes a reading level at mid-second grade, a fourth grade math level, and poor writing skills. While consulting with the general education teacher, the special education teacher noted that T gets along well with the other students in the class, pays attention when the general education teacher is explaining something, but has difficulty carrying out directions of more than two steps. In talking with T, the special education teacher learned that he likes cars and motorcycles, especially racing them; but is not interested in sports. He said that he had several pets at home and liked to look at books that had many pictures of animals in them.
>
> The general education teacher was seeking help in selecting materials for T in World Geography, a course which all seventh grade students must take. During this grading period, the class was studying South America. The general education teacher approached the special education teacher because she was aware of T's referral to the resource room for help in other areas. The general education teacher was agreeable to allowing T to complete alternate assignments after the introductory material for the unit had been presented to the entire class, since she usually broke the class up into small groups.
>
> Keeping in mind T's low reading level and his interest in animals, the special education teacher examined the materials in the school's media center. She located several kits by Company A, each consisting of several books on a particular class of animals, posters and filmstrips with accompanying cassettes. The kits were intended for students of a lower grade level, but the format was sophisticated enough, and the illustrations of such high quality and detail that the special education teacher chose them anyway. Examining the first kit, which contained five books of varying difficulty levels, the special education teacher found that two of the books were of such a level that T could read them, if there was someone who could help him with some of the more difficult words. The filmstrips and cassettes were of good quality with the exception of one cassette which had a high degree of background noise.
>
> The special education teacher found that the required course activities could be of a motor type. The student had to put together collections of pictures of the various animals found in particular parts of the world. Then the student would include pictures of the land formations and climates uniquely adapted to the animals and common ways in which the people of those areas use the animals. In this way, the material could be used by the student with modifications of the visual (printed) input mode and no modifications to the other areas. The student's individual characteristics were taken into consideration while he continued to work within the class.

Much of what has been presented in this section is familiar to teachers. By considering each point in an organized format, with the step by step process illustrated in the flowchart, the teacher's task is simplified. It is certainly unnecessary to fill out any type of form and after a while, the teacher will probably go through the process almost unconsciously.

INTERSCHOOL FILE OF MATERIALS

Finding appropriate materials for use with the handicapped student is not always an easy task. The special educator is familiar with many materials which are available from many sources. There are times, however, when one cannot readily find a material for use with a particular student. With this in mind, the interschool file of materials was developed. These forms allow for the compilation of a list of materials which special educators within a building or school district have found to be effective in their classroom.

Each material is analyzed using the criteria discussed earlier in this chapter and presented in the flowchart; such as, interest level, reading level, auditory and/or visual input mode, consummable or nonconsummable format, individual or group activity, and various components making up that particular instructional material. In addition, purchasing information such as the source, address, and cost is included along with criticisms of the material. The various schools or rooms in which each material is located are listed so that special educators interested in trying a material with a particular student or previewing it prior to purchase, can discuss it with another special educator or borrow it for examination. As a result, less money is expended on inappropriate or ineffective materials. Durability and expense can also be considered.

Form 8.2 is used for listing materials and rapidly locating them by a particular curriculum area. Figure 8.3 shows several materials as they might appear in the index. The profile form 8.4 expands upon the descriptors, giving the teacher a more thorough explanation and evaluation of each material, publishing information, description of the components and the schools at which the material can be located. Figure 8.5 is a completed example.

The use of the Interschool File of Materials serves several purposes. It makes good use of the special educator's limited time, provides an index to other sources of materials and limits the amount of money spent on inappropriate materials.

					INPUT			OTHER FORMAT DESCRIPTORS									OUTPUT			
Subject Area	Name of Material	Reference Number (or location)	Instructional Level	Interest Level	Visual	Auditory	Tactile-Kinesthetic	Consumable	Non-Consumable	Individual	Group	Self-Checking	Paper	Equipment/Machine	Activity Cards	Cassette	Written	Other Motor	Verbal	None

Form 8.2: Index to Interschool File of Materials

					INPUT			OTHER FORMAT DESCRIPTORS										OUTPUT			
Subject Area	Name of Material	Reference Number (or location)	Instructional Level	Interest Level	Visual	Auditory	Tactile-Kinesthetic	Consumable	Non-Consumable	Individual	Group	Self-Checking	Paper	Equipment/Machine	Activity Cards	Cassette	Written	Other Motor	Verbal	None
Reading	The Reading Box	Smith Elem.	Elementary Jr. High	Jr. Hi.	X				X	X	X									
Reading	Reading Skill Cards	Hayes Elem.	Elem.		X				X	X					X					
Reading	Sullivan Programmed Readers	Hayes Elem.	Elem.	Elem.	X				X	X		X					X			
Reading	Bowmar Reading	Hayes Jr. Hi.	Elem.	Jr. Sr.	X	X			X								X		X	
Math	Sullivan Programmed Math	Hayes Jr. Hi.	Elem. - Sr. Hi.	El.-Sr.	X				X	X		X					X			
Math																				
Math																				

Fig. 8.3: Example of Index to Interschool File of Materials

Name of Material:

Grade Level: **Interest Level:**

Subject Area:

Publisher: **Price & Catalog No.:**

Address:

Date of Catalog:

Descriptive Characteristics:

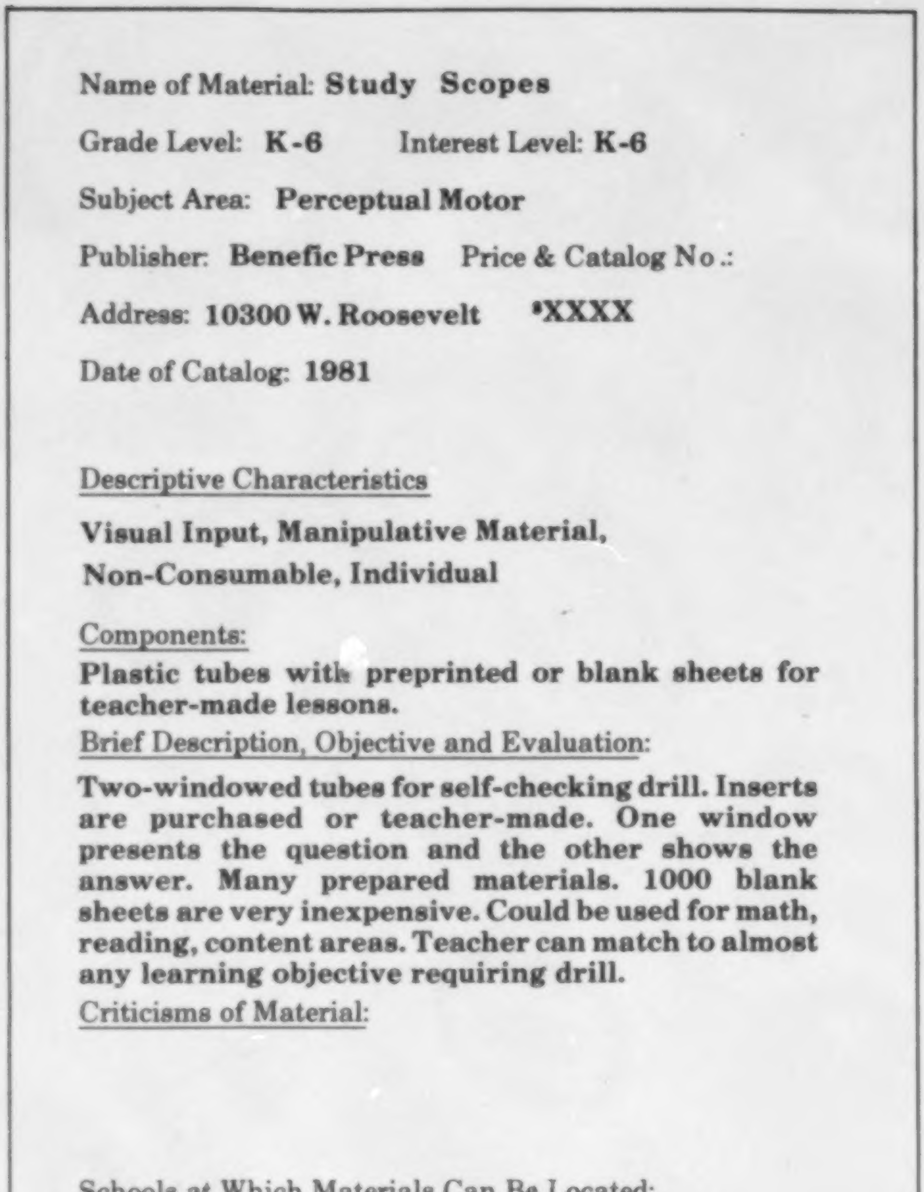
Components:

Brief Description, Objective and Evaluation:

Criticisms of Material:

Schools at Which Materials Can Be Located:

Form 8.4 Blank Material Profile From Interschool File



Name of Material: **Study Scopes**

Grade Level: **K-6** Interest Level: **K-6**

Subject Area: **Perceptual Motor**

Publisher: **Benefic Press** Price & Catalog No.:

Address: **10300 W. Roosevelt** **•XXXX**

Date of Catalog: **1981**

Descriptive Characteristics

Visual Input, Manipulative Material,
Non-Consumable, Individual

Components:

Plastic tubes with preprinted or blank sheets for teacher-made lessons.

Brief Description, Objective and Evaluation:

Two-windowed tubes for self-checking drill. Inserts are purchased or teacher-made. One window presents the question and the other shows the answer. Many prepared materials. 1000 blank sheets are very inexpensive. Could be used for math, reading, content areas. Teacher can match to almost any learning objective requiring drill.

Criticisms of Material:

Schools at Which Materials Can Be Located:

Smith Elem., Mills Jr, High.

Fig. 8.5 Completed Material Profile

CHAPTER 9 OUTLINE: Behavioral Strategies

Planning Ahead 169
Teacher Attitudes 170
Consistency 170
Behavior Management Techniques 172
    Rewards 172
    Schedule 172
    Shaping 174
    Modeling 174
    Intermittent Reinforcement 174
    Extinction 174
    Incompatible Behaviors 174
    Satiation 174
    Negative Reinforcement 175
    Punishment 175
Student Contracts 176
Communication Skills 184
Developing a Behavior Plan 185

BEHAVIORAL STRATEGIES

Behavioral problems can sometimes be more frustrating to a teacher than academic problems. Teachers, knowing the sequence of skills necessary to learn a task, can make some modifications in the presentation format or the curriculum to facilitate individual intellectual differences but they are often unprepared to deal with many types of behavioral difficulties. A usually well-behaved student suddenly begins to act out. Another student may be a constant source of aggravation by talking back, fighting, never seeming to stay in a seat. One student never seems to participate in class or play with other students on the playground.

Students, like adults, exhibit many types of behaviors in everyday life. Some negative behaviors may be chronic, others may arise occasionally. How can one allow for the individual behavioral differences of each student while maintaining an effective and productive classroom environment?

Cultural, environmental or medical factors may contribute to behaviors which disrupt the learning of the student or others in the class. A problem which is seen by one teacher as minor, may seem severe to another. Different persons involved with a student may identify different causes and remedies for particular behaviors, based on their areas of expertise or their perspective. In any case, the joint development of a plan to increase or decrease a particular behavior will result from a combination of the student's characteristics, the teacher's style and personality, and the student's interactions with the rest of the class.

Just as there are many ways in which to modify instruction and curriculum for students who are experiencing academic problems, there are also many techniques which can be used to decrease inappropriate behaviors or increase appropriate ones. This chapter presents common behavioral strategies which can be utilized by both general and special education teachers and aides. Some can be suggested to parents to use at home. General guidelines and strategies are identified which can be employed as preventive or corrective measures for many types of behavioral problems. The use of a "behavioral plan" is explained. While this can be either a formal or informal procedure, it is the analytical process which is important and should be carefully followed.

No single technique will be equally effective with every student. Although two students may be exhibiting exactly the same behavior, there may be two completely different causes, so several techniques may need to be attempted. Some strategies are more appropriate to elementary or secondary students while others can be used with students of any age. Some techniques will match one teacher's style more easily than others. Thus, it is important to review the many possibilities presented here and to always be looking for others.

It is important to notice that the emphasis in this chapter is placed on behaviors rather than on labels or handicapping conditions. These are not techniques for dealing only with emotionally impaired students. They are provided for use with any student who is experiencing behavioral problems whether these are the primary causes of learning problems or whether they are, in fact, caused by the academic problems.

The sections that follow outline some of the basic principals related to behavioral strategies. The first two outline factors which will eliminate many behavioral problems before they occur - thorough planning and teacher attitudes. The third illustrates the importance of consistency as it relates to changing and maintaining student behaviors. The fourth section outlines the behavior management principals of reward, punishment, shaping, modeling and contracting. Various means of improving communicating skills and their importance in developing behavioral strategies are then identified. The last section illustrates one means of developing plans to increase or eliminate particular behaviors.

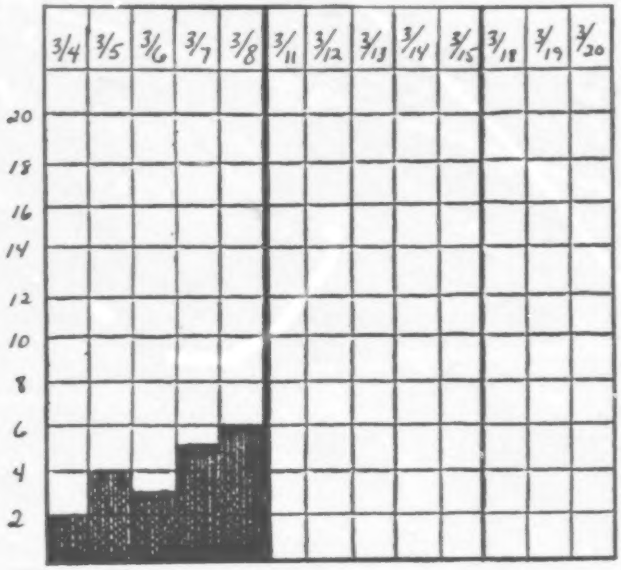
PLANNING AHEAD

Not enough can be said about the importance of planning in managing student behaviors. It has repeatedly been shown that students who are given work that is too difficult or too easy for them will often exhibit behavioral problems. Some may act out in a variety of ways while others may withdraw. Both types of reactions need to be examined. It is very easy to ignore the student who sits quietly each day, unable to read the material or do the assignments and subsequently, fails the subject. By planning lessons at the student's instructional level, a primary source of problems is eliminated.

By thoroughly organizing the room before the students' arrival, as discussed in Chapter four, distractions and extra movement around the classroom are minimized. Students' work should be in assigned places so that, upon entering the classroom, they can quietly get their assignments and begin to work without interrupting other activities that may be going on in the room at the same time. Work stations should be spread around the room. Quiet activities should be kept as far from noisy ones as possible. Overhearing another lesson or discussion, while trying to do a written assignment, is an especially strong distractor. (Think of how often you have been distracted by a conversation a short distance from you.)

The use of graphs and charts will keep recordkeeping to a minimum. The teacher or aide can check an assignment, record the student's progress and move on the the next activity, without leaving the student or waiting to record the information in another place later in the day.

Ryan's Spelling Practice



Behavioral plans are an important means of managing student behaviors. Target behaviors are identified at the IEP or a staffing and the strategies for handling the behavior, when it occurs, are specified. The team then meets on a regular basis to discuss the effectiveness of the original plan and to modify it as needed. Of particular importance in planning is the need to identify academic and behavioral alternatives available within the classroom. Many times a scheduling change or a minor crisis will interrupt the activities which have been planned. Sometimes the student has mastered an activity or has more trouble with it than was anticipated. The teacher must always be prepared to provide alternative materials or activities for the student. Likewise, rewards sometimes lose their effectiveness and need to be changed. In summary, try to see several possible options occuring and plan for all of them.

TEACHER ATTITUDES

The pygmalion effect has repeatedly been proven. In general, students will achieve and behave as a teacher expects them to. If teachers expect little academic progress or poor behaviors, they will seldom get more. On the other hand, if expectations for behaviors and academic performance are high, students will have considerable success. With this in mind, the special educator should never presume that a student is incapable of a particular academic or behavioral standard.

There is usually more than just high expectations involved, however. It is imperative that the teacher respect the student. A lack of respect can easily be perceived by a student when a teacher "talks down" or is sarcastic. This message can be conveyed in many ways. Teachers have been overheard making such remarks as :

- I suppose I shouldn't have expected anymore from you.
- Don't you know any better than that?
- Can't you ever do anything right?
- Is that all you've gotten finished?

Conversely, the effective teacher shows genuine warmth and enthusiasm when a student is successful at a behavioral or academic goal. Concern and/or disappointment are not inappropriate feelings for teachers to demonstrate. They should always, however, be accompanied by some helpful direction or explanation to assure that the student understands exactly what is expected. Clearness in instructions and in identifying appropriate and inappropriate behaviors cannot be overstated. Many times students are not sure what is expected of them in academic or behavioral performance. As examples:

- I like the way you stayed in your seat during seatwork today.
- The handwriting on this paper is very neat.
- I'm very happy that you didn't bother your neighbor during math class today.
- I'm really pleased that you've been on time all week.
- You're doing a good job of raising your hand today.
- The coach will be glad to hear how you've been doing in your assignments.

Notice how these statements identify the appropriate behavior for the student and convey the teacher's pleasure and attention.

It is sometimes easy to ignore **appropriate** behaviors by saying "But that is what she is supposed to be doing. Why should I make a big deal out of it?" Often, a "big deal" needs to be made out of a behavior. The student wants attention and knows for sure that it can be gotten by inappropriate behaviors, but may never be rewarded if appropriate behaviors occur. If the teacher's comments are made insincerely, however, the student will usually be aware of this and the purpose for making them will be undermined.

CONSISTENCY

Regardless of the specific techniques utilized with individual students, behavior management in the classroom must be consistent. In this way, each student knows what is expected and the consequences of particular behaviors. This may be done by the use of general classroom rules and also by the use of contingency agreements or contracts with students. Classroom rules are generally developed by the teacher and groups of students in order to identify rules which will allow the classroom to function pleasantly and efficiently.

They should be specific and kept to a minimum of five or six. As examples, various classrooms have developed the following rules:

- Only one person may talk at a time
- Sharpen pencils before class starts
- No hitting, tripping, swearing or screaming

When written or unwritten classroom rules exist, it is important that they are followed by all individuals in the class. The consequences should be consistent and predictable. This means that teacher, the aide, and other responsible individuals should use the same management techniques. This should be discussed in team meetings, so that all concerned are aware of class rules and individual behavioral plans. Similarly, contingencies and contracts need to be clear to all adults and students involved. Contracts are discussed later in this chapter and samples provided. Specific contingencies might include, for examples:

> If Sarah completes her math assignment, she will have five minutes of free time before lunch.
>
> If David shouts out in class, he will be placed in the time-out area for five minutes. The person taking him to time-out will not engage in any conversation with him.

Consistency also refers to the use of the same consequences each time a behavior occurs. The teacher should be consistent with an individual student, tolerating the same behaviors as much as possible and dealing with them in a consistent manner. As part of a behavioral plan, for example, a teacher may ignore a behavior on a particular day. The following day, however, the teacher may be tired or frustrated and reprimand the child. If such a situation continues, the student, who is actually seeking attention, will be on an intermittent reinforcement schedule and continue the inappropriate behaviors. This is not to imply that it is easy to maintain a behavioral plan - it can be exhausting, but certainly worthwhile when the behavior is changed.

When possible, consistency between the home and the classroom should be attempted. This requires ongoing communication between the teacher, the parents and the student. This is especially important for students with behavioral problems that have been targeted by IEPs. Often parents have identified particular behavioral problems which are of concern to them. By acquainting them with specific behavioral techniques and strategies, they will be better able to handle similar problems that arise at home in a manner consistent with the school personnel.

BEHAVIORAL MANAGEMENT TECHNIQUES

Consciously and unconsciously, each of us is manipulated by behavioral management techniques. As illustrated throughout this section, we engage in some behaviors because we are rewarded and eliminate others because we are not. We compliment or encourage someone when they act in a particular way because we want them to do it again. Whether used formally or informally, the techniques in this section are extremely powerful and the skillful teacher is aware of their effectiveness.

Rewards

Each of us engages in particular behaviors because we are rewarded. Eating is, for most of us, an extremely rewarding activity. We continue going to work, even when bored or frustrated because we have a paycheck. We wear one suit or dress often because others have complimented us, while another hangs in the closet because someone has indicated by word or tone that they didn't like the color or style. A hug or kiss from someone important to us, can also be a very strong reinforcer. Similarly, students continue to engage in the behaviors for which they are rewarded. These behaviors may be **positive or negative**. The student who acts out in class is usually seeking the teacher's attention and by reprimanding the student the teacher has fulfilled the student's objective.

Many objects or activities can serve as rewards. These differ across age groups and among particular students. An activity or object which is highly reinforcinig to one student may not be so to another. These objects and activities can be arranged in a hierarchy in which some are very basic or primary, such as food or gifts, while others are more abstract, such as earning points which can be traded for concrete rewards. Figure 9.1 lists numerous types of rewards which can be used as reinforcement for academic and social behaviors. Talking with the student and observing them will help to identify their own most effective reinforcers.

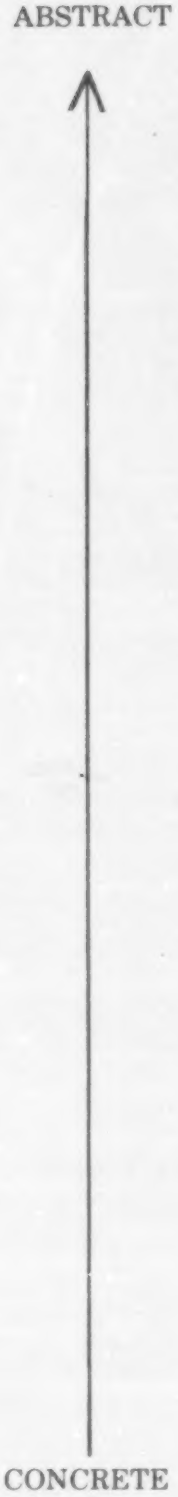
The level of reward and the ability to defer a reward for increasingly longer periods of time is an important measure of a student's progress and maturity. One should determine the highest level of reward for which a student will work. Not only will this vary among students, but one student may need various types of rewards for different tasks, depending on their skill and frustration levels. As an example:

> Mary, a second grade student, works very well in math with only an occasional nod from the teacher. In spelling, which she finds very frustrating, however, the teacher needs to stop frequently at her desk, verbally encouraging her and making physical contact by touching her arm or shoulder. A point system has also been established in which Mary earns 3 minutes of free time for each correctly spelled word on the weekly spelling assignment.

Schedule

The frequency of rewards is another factor to consider. Early in the behavioral plan the appropriate behavior may have to be reinforced every time it occurs. Then it can be reinforced every other time, every third or fourth time, etc., until the reinforcement is needed only occasionally. Gradually the student is reinforced less often. This is called intermittent reinforcement. It is the most powerful type of reinforcement schedule. It is the same type of reinforcement schedule that keeps people standing at the slot machines in a gambling casino.

There are some teachers who do not approve of the use of "rewards," especially food or objects. They do not believe that students should be "paid off" for particular academic or behavioral performance. If you feel that way or are working with another teacher who does, the following points should be kept in mind:



Internal Motivation

Verbal Reinforcement - Praise

Field Trip - sporting events
  zoo
  car factory
  swimming
  bowling

Freetime - to go outside
  to play games or cards
  to do nothing

Checkmarks to trade for objects

Tokens to trade in for food or objects

Day of being class leader

Listen to the radio

Hug, Touch on arm

Pick a game

Ticket to Athletic Event or Movie

Objects: Toys
  Games
  Coloring Book
  Decorative Stickers
  Plants
  Magazines - auto racing
    sports
  Grooming items - comb
    nail polish
  Posters
  Record Albums

Food or beverages

Fig. 9.1: Example of Rewards in a Hierarchy

1. Each of us has our behavior shaped by positive and negative reinforcers such as paychecks, attention, new clothes after successful dieting.
2. Learning is not intrinsically or internally motivating for many students. Some students need external or extrinsic rewards.
3. One moves as rapidly as possible through the hierarchy of rewards, remaining at the lower level for the shortest possible time.

Shaping

In shaping, the student is initially reinforced for performing a small part of the behavior and is gradually reinforced for performing more and more entire tasks. As an example, a disruptive student during a seatwork period won't stay in the seat ot doesn't take out the book, papers or pencil. By using shaping, the teacher rewards some part of the cluster, such as staying in the seat for 1 or 2 minutes, gradually lengthening the time required for reward. During that period of time it would not matter if the student has the instructional materials on the desk or talks out. When the inseat behavior is constant, the student is then reinforced for being quiet and then for having the book out. This is allowed to continue for a while and then having paper and pencil out are added one at a time. The shaping chain continues until the student stays in-seat with appropriate materials, working on the required lesson for a specified period of time, eventually the entire work period if possible. Early in each step, the behavior being added would be pointed out to the student and reinforced, continually at first and intermittently later on.

Modeling

Through modeling, the student actually observed someone else performing the expected behavior. Modeling can utilize other students, as when the teacher points out another student who is exhibiting the appropriate behavior.

- "Watch how Billy walks quietly in the hall."
- "See how Tom raises his hand to be called on."

Modeling can be done by the teacher:

- "Watch how I wash my hands. Now I want you to do the same thing."

Intermittent Reinforcement

As described earlier, intermittent reinforcement is a gradual reduction in the frequency of a reward. It is useful to maintain a developed behavior because the student continues to perform the activity, not knowing when a reinforcer will appear.

Extinction

By arranging for a child to get no reinforcement for an action, it should gradually be extinguished. If the child receives no attention for dropping things on the floor, he or she will gradually tire of the activity.

Incompatible Behaviors

Incompatible behaviors are those which cannot take place at the same time, such as frowning and smiling. If the student is exhibiting an inappropriate behavior such as talking out, rewarding the incompatible behavior of being quiet will reinforce that behavior to be increased-- in this case being quiet. This has the advantage of focusing both the student's and the teacher's attention on the student's appropriate behaviors.

Satiation

Satiation is repeating a behavior beyond the point of being tired of it. As an example:

> A student is tapping a pencil on her desk. Instead of telling her to stop, the teacher would direct her to continue tapping her pencil. This would go on and

when the student stopped, the teacher would again direct her to continue. This would be repeated several times until the student was quite tired of pencil tapping.

Negative Reinforcement

Negative reinforcement is **not** punishment. It is the **removal** of an aversive situation when the child is acting appropriately. As an example:

> "If you don't finish your seat work, you will have to stay in at recess." The student is rewarded by not being forced to stay in. The act of keeping the student in during recess would be a punishment.

Punishment

Punishment should be used only after positive and negative reinforcement techniques have been tried and failed. Time-out is one technique used which does not physically harm the student. An area inside or outside the classroom with no distracting materials or windows is set aside. When necessary, the student is taken to the time-out area with the minimum of fuss and words. The reason for being placed in time-out should be explained and a simple instruction identifying the necessary behavior for return from time should be given, such as:

> You are spending five minutes in time out for hitting Bill. When you are quiet for three minutes, you may return.

The amount of time spent in time-out should be minimized. Three to five minutes is usually sufficient. If an acting out student is placed in time-out he/she should be allowed to return as soon as control is regained. Time-out is for affecting the student's behavior, not for the teacher's convenience, even though the teacher may be experiencing a great deal of relief when the student is not in the class.

STUDENT CONTRACTS

A student contract specifies the specific task to be completed by the student and the reward that will be received when that task is completed. Contracts can be used for academic or behavioral tasks such as :

Academic Tasks

- turning in the math homework assignment every day for a week.
- reading three chapters in government
- reading three chapters in government answering the questions at the end of the chapter.

Behavioral Tasks

- staying in seat unless permission is given to leave it.
- safely and quietly riding the bus to and from school for two weeks.
- attending class at least every day for a month, unless excused for illness with a parent note.

Several types of contracts which can be used with elementary and secondary students are shown in Forms 9.2, 9.4 and 9.6 along with completed samples, Figures 9.3, 9.5 and 9.7.

In order to use contracts, it is essential that a trusting relationship exist between the student and the teacher. Some level of trust is required so that the student feels that the teacher will implement his or her part of the contract if the task is completed as described. For this reason, also, the terms of the contract need to be explicit and there should be no expectations beyond the terms of the contract.

For example:

> a student, whose task was to "turn in the math homework assignment each day for one week, brought in his copy of the contract on Friday. The teacher responded "But you didn't get them all correct each day" and refused to supply the reward.

This was not appropriate. If the number of correct responses needed to get the reward was a critical component, then it should have been specified in the original contract. Any level of trust that may have been established prior to this was certainly eroded.

One means of increasing the student's accuracy is to build it into subsequent contracts. The first contract should establish the pattern of submitting homework, while later contracts can be used to improve the quality of the assignments.

Rewards, as mentioned earlier in this chapter, are as diverse as the students, teachers and tasks. Some types of rewards are suitable only for students of particular ages. Others may not be acceptable to the teacher. Some can be implemented more easily in a special education program than in the regular class. In establishing rewards, the difficulty of the task in relation to the particular student should be considered. One may wish to refer to the behavioral management plan described earlier if it has been developed for a particular student, in order to identify rewards effective with that student. Sometimes using a "witness" enhances the importance of the contract. The witness can be another student, a counselor, another teacher or even a parent.

Contracts can be used for long or short term activities. When first using them with a particular student, one should use a contract of shorter term in order that the student can learn the principal of contracting and see the effects as soon as possible. Some contracts build a monitoring device directly into the contract form. This type of contract can be used when a specific number of activities or days is identified as part of the terms. It can also be used when more than one person is measuring successful completion of the task such as two different teachers or the teacher and an aide.

Contract terms should be agreed to by the teacher and the student. The terms should not only include the task, but also the reward and timeline. It should also include any level of accuracy required and the manner in which performance will be evaluated.

CONTRACT

______________________ has agreed to ______________________

____

at least ______________ times during the week of ______________

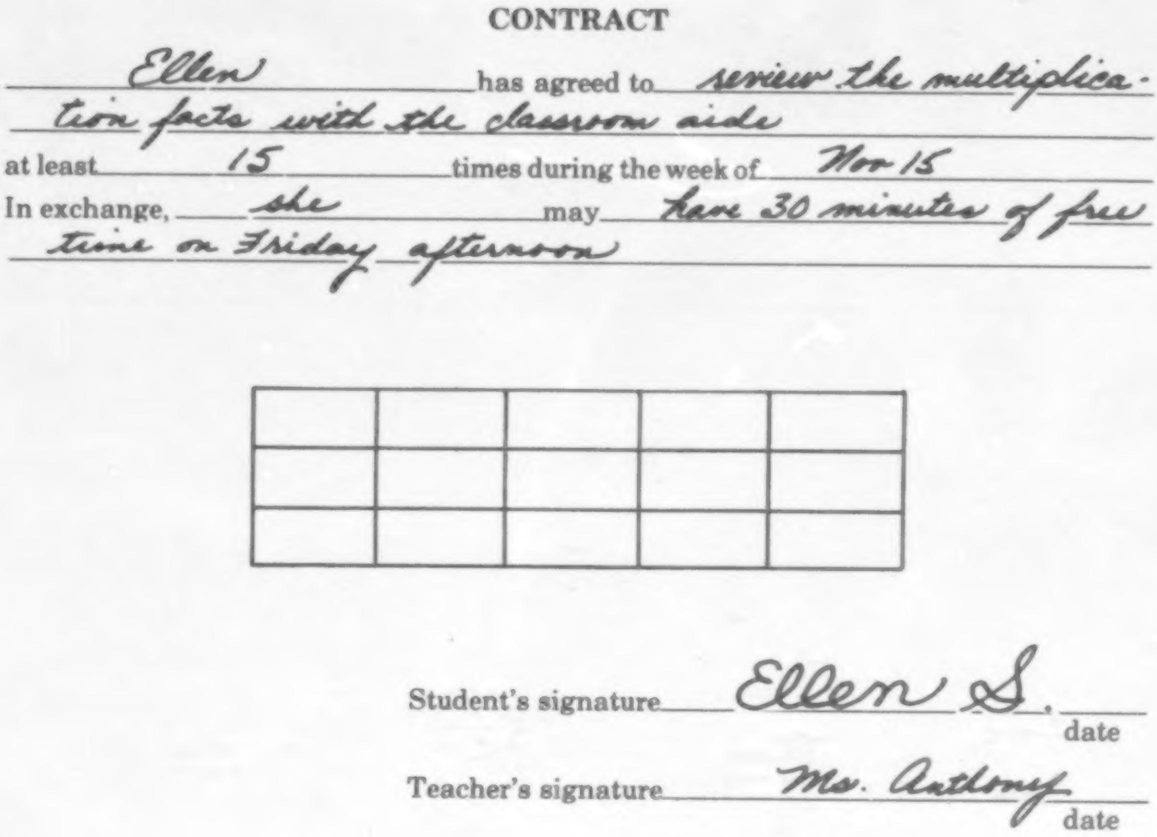
In exchange, ______________ may ______________________

____

Student's signature ______________________
date

Teacher's signature ______________________
date

Form 9.2: Contract form specifying a particular number of appropriate behaviors for successful completion.



CONTRACT

Ellen has agreed to review the multiplication facts with the classroom aide

at least 15 times during the week of Nov 15

In exchange, she may have 30 minutes of free time on Friday afternoon

Student's signature Ellen S. date

Teacher's signature Ms. Anthony date

Figure 9.3: A completed sample specifying a particular number of appropriate behaviors for successful completion.

CONTRACT

______________________________ will ______________________________

____

for one week beginning ____________________ and ending ____________________.

In return ____

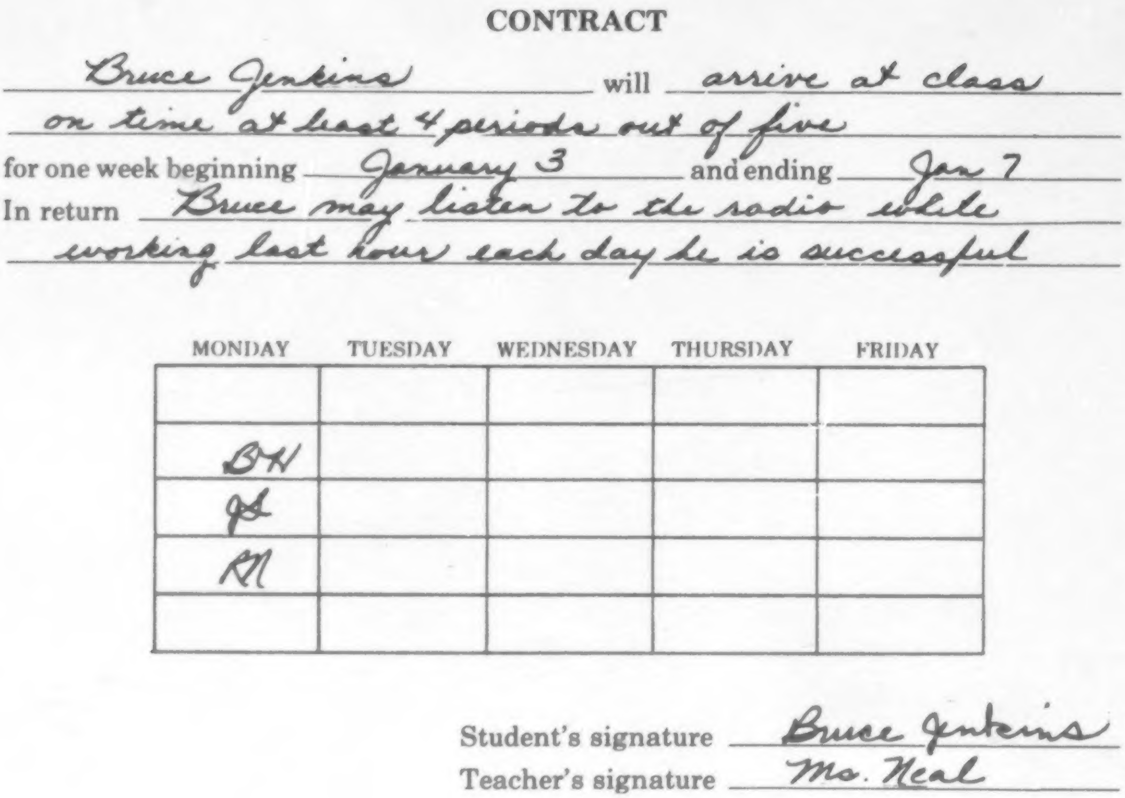
____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Student's signature ______________________

Teacher's signature ______________________

Form 9.4: Contract specifying a required level of success each day.



CONTRACT

Bruce Jenkins will arrive at class on time at least 4 periods out of five

for one week beginning January 3 and ending Jan 7

In return Bruce may listen to the radio while working last hour each day he is successful

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BH				
JS				
RN				

Student's signature Bruce Jenkins

Teacher's signature Ms. Neal

Figure 9.5: Completed Sample

CONTRACT

______________________________ will complete the following assignment:

____

____

____

____

____

When finished, ______________________________ will provide the following reward:

____

____

____

____

____

____

Student's signature ____________________

Teacher's signature ____________________

Form 9.6: A contract form which can be used between a secondary student and teacher.

CONTRACT

Becky Packard will complete the following assignment:

Each day's math assignment for two weeks with at least 80% accuracy on each assignment.

When finished, Mr. Martin will provide the following reward:

a pass to the Friday in-school movie

Student's signature Becky Packard

Teacher's signature Mr. Martin

Fig. 9.7 A sample contract between a secondary student and teacher.

COMMUNICATION SKILLS

It is extremely important for teachers to communicate with students, not just talk to them. Teachers need to be aware of students' feelings of frustration, hurt, excitement and recognize them. They should also allow students to know that they, too, can be frustrated, angry or happy. Accepting these feelings and discussing acceptable ways of demonstrating them are helpful in developing appropriate behaviors and in building trust.

Sometimes students do not have the necessary vocabulary for expressing themselves. In this case it would be necessary to teach the appropriate expressive words. This could be done by role-playing or by discussing pictures of situations which would evoke certain emotions. The teacher might also elaborate when talking about his or her own feelings in various situations.

When talking with students, the teacher should use such techniques as repeating what the student has said in other words than the student used. This allows the teacher to verify the meaning of what the student has said and confirm to the student that the teacher has been listening. Another useful technique is closing the mouth and allowing the student to speak without interruption. It is also important in this situation to really listen to what the student has to say. Each of these techniques will be a model for students.

Sometimes enhancing communication skills will be done on a one-to-one basis. Other times it may be a small or large group activity. Taking turns both speaking and listening may need to be reinforced using techniques discussed earlier in this chapter.

DEVELOPING A BEHAVIORAL PLAN

A behavioral plan is a systematic means of changing a student's behavior. It identifies the specific behavior expected of the student, reinforcers which are effective with that student, baseline data relative to the frequency of the behavior before intervention and teh specific technique(s) which will be used to try to change this behavior. Figure 9.8 is a flowchart which illustrates the process one uses in establishing and implementing a behavioral plan.

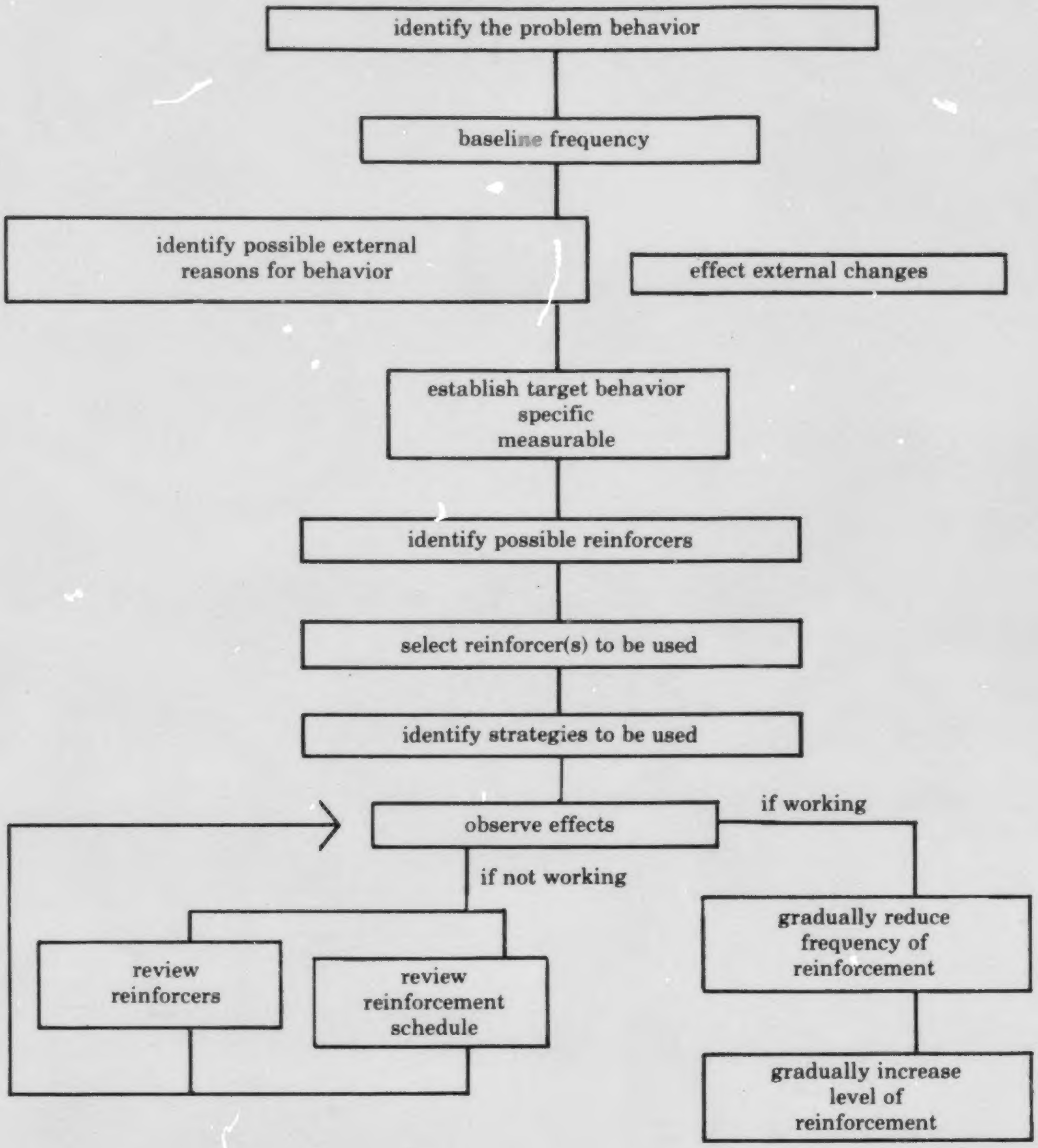

identify the problem behavior
baseline frequency
identify possible external reasons for behavior
effect external changes
establish target behavior specific measurable
identify possible reinforcers
select reinforcer(s) to be used
identify strategies to be used
observe effects
if working
if not working
review reinforcers
review reinforcement schedule
gradually reduce freqvency of reinforcement
gradually increase level of reinforcement

Figure 9.8: Flowchart illustrating the development of a behavior plan.

A Sample Behavioral Plan

Form 9.9 shows a sample form of behavioral plans and Figure 9.10 illustrates a hypothetical case in which Larry, a student, is not completing his work. In order to complete a behavioral plan, the following steps sould be followed.

1. Identify the behavior

   The first step is to identify the specific behavior which is creating the problem. The possibilities may include:

   swearing
   beating up other kids on the playground
   not completing assignments
   is distracted by almost everything
   can't sit still
   talking out
   is withdrawn

   This identification should include the circumstances under which the behavior occurs. Does the student exhibit the behavior in every class or only in one particular class? Does the behavior occur only when the usual class routine is disturbed?

2. Baseline frequency or duration

   Take several days to observe the frequency or duration of the behavior. How many minutes can Bill stay in his seat? How often is Mary on time for class?

3. Identify possible external reasons for the behavior

   Is the work at an appropriate difficulty level for the student - neither too hard nor too easy? In the case of older students, is the format of the lesson appropriate to the chronological age of the student? Even third or fourth grade students may not want to work on papers that are too "babyish."

   If the lesson is appropriate for the student, examine the surroundings. Is the student distracted by other activities that are going on? If not, continue to look at the possible reasons the student will not work. This can often be done, surprisingly, by asking the student directly. They will often give you very specific reasons for not completing work. If the student identifies the reason, discuss it. You may then identify contingencies for which the student will work, alternatives to the assignment or arrange changes in the instructional environment. Is the student receiving attention from you by misbehaving and not for acting appropriately? Ignoring may work.

4. Identify the target behavior

   Identifying the irritating behavior is usually very simple. Having done this however, one should identify a target or goal behavior. Example of target behaviors include:

   Bill will stay in his seat during the twenty minutes of seatwork.

   Mary will be on time for class every day for one week.

   Allen will raise his hand to ask a question during social studies class.

5. Identify possible reinforcers

   Praising, earning privileges such as field trips or free time, food or games can be all be reinforcers. Just receiving attention in the form of a smile, a touch or a few words will often bring about the desired behavior change. The reader is referred to the section on rewards discussed earlier in this chapter.

BEHAVIORAL PLAN

NAME ______________________________ DATE ______________________

Problem Behavior: ____

Baseline Data: (frequency of behavior before intervention)

OBSERVATIONS:

Date	Time	Place	Frequency of Behavior	Comments

TARGET BEHAVIOR: ____

Strong Reinforcers:

Weak Reinforcers:

PLAN:

Strategy	Reinforcer/Schedule	Comments

Review: date ______________ frequency data ______________________________

Comments: ____

____

Revised Plan:

Strategy	Reinforcer/Schedule	Comments

Review: date ______________ frequency data ______________________________

Form 9.9

BEHAVIORAL PLAN

NAME James Hayden DATE 10-12-80

Problem Behavior: Talks to others during English

Baseline Data: (frequency of behavior before intervention)

OBSERVATIONS:

Date	Time	Place	Frequency of Behavior	Comments
10-8	10:10-11:00	Rm 102	18 times	5 different students
10-10	"	"	21 times	4 diff. students
10-11	"	"	28 times	4 diff. students

TARGET BEHAVIOR: remain quiet during English class

Strong Reinforcers:

ticket to football game
listening to rock music
auto racing magazines

Weak Reinforcers:

soft drinks
verbal praise

PLAN Contract

Strategy	Reinforcer Schedule	Comments
change seating	1 quiet week earns ticket to football game	

Review date 10-27-80 frequency data dropped to 15-19 times / class

Comments Too long until reward - needs interim reinforcers

Revised Plan:

Strategy	Reinforcer Schedule	Comments
Add daily reward	May read car magazine for 5 minutes at end of class	

Review date ______ frequency data ______

Figure 9.10: A Completed Sample

6. Select reinforcers

Knowledge of the student and the difficulty of the target behavior will help to determine the strongest reinforcers and the appropriate schedule. Many times the original plan of reinforcement will need to be changed. This is acceptable. Continual monitoring of the plan will have this effect and also the best results.

7. Select strategies

Earlier in this chapter several types of strategies are discussed and the reader is referred to those sections. Such strategies can include:

Ignoring - planned
Cuing
Modelling
Contracting
Praise
Time out - for only short periods of time
Rewards
Classroom meetings - discussions and rule setting
Role playing - acting out situations
Proximity control - standing or sitting close to the student

Many times a combination of techniques will be used. As an example:

> Ignoring an undesired behavior while praising students with the appropriate behavior.

Consistency in ignoring and rewarding is important, as is consistency among the various persons interacting with the student.

Just as reinforcements may need to be changed, so will strategies. One may be used successfully for a short period of time and then need to be changed. Another may remain effective for long periods of time. Some students may need to be reinforced every few minutes while others can go much longer.

Review of the plan should be continuous. Informal review must be ongoing. A more formal examination of the plan's effectiveness should take place every few weeks depending on the type of behavior and the degree of success.

CHAPTER 10 OUTLINE: Consultation

The Interview 192
  Preplanning 192
  Interview Techniques 192
  Followup 193
Consulting Formats 194
  Strategy Guide 194
  Joint Responsibility 195
  Segments of the forms 195
  Types of forms 196
    Elementary social-emotional 198
    Elementary reading 200
    Elementary arithmetic 205
    Elementary handwriting 211
    Elementary spelling 217
    Elementary short form 223
    Secondary social-emotional 224
    Secondary academic(s) 226
    Secondary short form 230
Joint Lesson Plans 231
Grading Systems 240
  Grade assessment form 240
  Grade contracts 246
  Alternative grading 252

CONSULTATION

The new special educator, involved in mainstreaming, must exercise a great deal of productive communication skills. Unfortunately, few teacher training institutions offer or require course work in interpersonal skills, counseling techniques or consulting methods as part of the special education curriculum. As a result, few special educators are prepared for this essential component of their new role.

The Monroe Model includes district-wide training in consulting for all special education teachers who mainstream students. Teacher interview techniques, modeling, role playing and structured consultation forms are used. The goal is to train special education teachers to effectively consult with general educators who are partners in the mainstreaming process. Ultimately, positive communication between special and general education should result in more successful integration of special students into regular classes.

A secondary expectation of such training, is significant communication with students and parents of special students. As previously stated, only when all involved are moving toward the same goal can successful mainstreaming occur. The only person who can establish the goal and methods of achieving it, is the special educator and without effective consulting techniques, special education teachers are missing their most important tool.

In the chapter we will discuss some general interview techniques and some specific guides for structuring teacher interviews. The latter are presented as scripts for special educators to use, thereby lending order, logic and an appropriate sequence to even the initial consultation. Scripts cover both elementary and secondary levels and refer specifically to the traditional academic areas in addition to social emotional areas. Long and short forms are provided. All suggested formats can be enlarged, shortened and or modified to fit the specific needs and style of the teachers involved.

In the Monroe Model special educators are introduced to these consultation techniques through observation and role playing until they thoroughly understand the procedure. After carefully watching the supervisor or consultant demonstrate the technique with general educators, modeling is introduced. The special education teacher gradually takes over those parts of the interview with which they feel most comfortable. The supervisor observes the interviews until the special education teacher no longer needs the supervisor's support. Once support is withdrawn, the special education teachers keep records of their consultations, so that problems that arise can be reviewed later with the supervisor. In this way, the special education teacher's consultation skills continue to grow.

Finally, as consultation skills become part of the educator's repertoire, the structured formats can be eliminated entirely or the shortened form substituted.

THE INTERVIEW

Interviews have long been used by school psychologists, counselors and social workers to secure information about students and their educational needs. The Monroe Model special educator uses interview techniques for similar purposes with the premise that the special education teacher is the one who can most effectively compile, assess and integrate educational data about special students. The result should be more effective educational programs for the students.

Preplanning

Good interviews are deceptively simple, however, successful interviews are based on preplanning. This includes deciding when an interview is appropriate and includes components such as:

1. defining the expectations of those involved.
2. establishing the goals of the interview.
3. outlining the steps to be taken, in order to achieve the interview goal.

Special educators schedule interviews most frequently with general education teachers, parents and students when it becomes important to define what each person believes should be involved in the student's mainstreamed program. Follow-up interviews are held as needed, to assure the program is proceeding successfully.

Frequently, these consultations are scheduled weekly, thus guaranteeing the general educator that continuous ongoing contact can result in the type of educational partnership necessary, if mainstreaming is to be successful.

Preplanning for the interview, also requires that the special education teacher plan the content of the interview based on observation and definition of the participants' interests. A well-structured interview is critical for a positive outcome and prior knowledge of expectations helps assure a successful interview. Sources of these interests and expectations include colleagues, other staff members, counselors, building administrators, the students or teachers themselves and parents.

With such careful preplanning, modification of expectations during the actual interview can occur more easily.

Interview Techniques

In actuality, the interview is usually an ongoing series of consultations. All have, however, the same components:

1. preplanning.
2. the interview itself.
3. followup.

The interview is most successful, when the special educator follows a previously outlined sequence of questions aimed at achieving the goal of assisting those involved in the mainstreaming process. It is best to state the major goal and any secondary goals, at the beginning of the interview. This may include slightly different goals for each of the participants and should include the special educator's goal.

Each goal should be explored individually and in an orderly fashion. In some cases, individual goals are so complicated that each requires its own separate interview. In those cases, the same orderly format should be pursued.

During the interview, individually assigned tasks should be written out so as to eliminate any confusion in subsequent interviews. Priorities should be designed and all participants should be given a composite assignment sheet. Before the interview is completed, everyone should clearly understand their written assignments. Be sure to practice simplicity and concreteness - all tasks should be quantifiable.

The most successful interviews are broken down into small tasks, easily achievable before the follow-up interview. Assuring success, especially in very complicated situations, is critical. If the situation is too frustrating to the participants, there may not be any followup situations. Therefore, the interviewer must be careful to structure successful achievement of small objectives, in order to achieve the overall goal.

One warning to always be considered - rarely do general educators, parents or students completely understand the jargon of special education. Care must be exercised that all discussion is on the basic non-educational level of understanding. Props, charts, contracts, should be used to facilitate comprehension and increase the level of success.

In some cases, defining a new level of expectation for the participants is a most potent element of the interview. If the participants are flexible, such predictions may reshape their behaviors and their attitudes. For instance, it is almost predictable that each time the special education teacher helps the general educator modify the handicapped student's assignments into small, specific steps, the chance of the student's success will be greater. The special educator may find it helpful to suggest that the general educator try the traditional strategy for a week and the new strategy for a week. When predicting more output the second week with the modified specific teaching technique, results in more output, the special educator's credibility should significantly increase. This will lead to more opportunities to influence other staff members and should result in more successful mainstreaming.

Followup

If interviews are well structured and if programs are carefully designed with the individual student in mind, there is probably nothing that will insure the success of the program more than consistent followup. Special education teachers must check at least weekly, and in some cases, daily on programs established during interviews. It is the interviewer's responsibility to make sure assignments are being carried out and moving toward achievement of goals.

Followup assures those involved, that the special educator is truly interested and concerned about the success of the goals agreed upon by the participants. It is this commitment of assistance that many general educators involved in mainstreaming, criticize special education for not providing. It is this commitment that is the critical component of the Monroe Model of special education - that one component which results, most often, in successful mainstreaming.

CONSULTING FORMATS

Although in another part of this *Handbook* more specific ways to conduct an interview are detailed, the consultation format is presented as a general guide for structuring a discussion between the special and general educator. It is designed to give special education teachers and consultants something concrete to hold on to, so that they can hold an orderly, logical and sequential consultation. The consultation format starts by gathering general information about the student, both academic and social, and moves toward constant refinement of this information so that, at the end of the interview, specific strategies for the student can be discussed and implemented.

For example, the reading section gathers information as to the student's strengths, weaknesses, likes and dislikes, what problems exist, what the teachers can do to remediate the problem and finally, it brings the two teachers to an agreement in contract form, if necessary. The reason for this method is obvious. Information must be obtained before the responsibilities of both of the teachers can be established and before behaviorial objectives for the student can be defined.

The consultation forms deal with a variety of areas (academic and social) with which a student must contend. The secondary level consultation form deals with academic difficulties in a general manner. In this way it is responsive to any class in which the student is enrolled, such as history, shop or home economics. The elementary level consultation form, in addition to the social/emotional elements, deals with four different areas that are appropriate at any level from kindergarten through sixth grade. These include reading, handwriting, spelling and arithmetic. The specific content of each of these areas is discussed later in this chapter.

Separate consultation forms are presented for elementary and secondary levels since students in the two programs have distinctly different needs. There is a slant in the elementary form toward remediation, and in the secondary form toward tutoring but they are not mutually exclusive. Special educators should find these forms an efficient means of organizing consultation data.

It must be clearly understood that the consultation form is an interview guide. It is not a phenomena that special educators must go through with each and every student, but rather it should be used in two specific circumstances. First, the consultation form will prove useful to both new teachers and teachers for whom consulting is still a novel experience and who therefore need assistance in determining what information should be collected. Secondly, when interview strategies are mastered, the consultation form is needed only for situations in which the student's problems are very complicated. By using the form, necessary diagnostic material may be obtained or cooperative planning with the general educator affected. In these cases a highly structured interview leading to appropriate decisions in determining the student's educational plan will be necessary. Thus, the consultation form may be used in situations where the teacher is learning how to conduct interviews or when the student or teacher is experiencing a problem serious enough to require an educational plan.

Strategy Guide

The consultation form, moves logically from general information to specific strategies. Each strategy that is mentioned, joint lesson plan, grading system, contract, etc. is explained in other chapters of this *Handbook*. It is important to note that the consultation form is set up so that it leads logically to other strategies. This does not mean that it is exclusive of other strategies or techniques, but rather that the interview will logically lead to a minimum of at least one strategy that can be used with the existing problem.

Perhaps the major advantage of the consultation form is that it is an interview form for teachers. This means that the special educator no longer needs to depend upon social workers or psychologists to gather information or to create an educational plan for the student. The consultation form is based on the premise that only a teacher can most effectively plan educational programs for the handicapped student. Special educators may still need assistance in developing their interview skills, at least when they first begin consulting. Logically, psychologists, social workers, counselors or supervisors attached to the school district may provide some degree of training in this area.

Joint Responsibility

Finally, special educators have a unique responsibility in the Monroe Model system. They are expected to be both a classroom teacher and a consultant. Even though mainstreamed students are referred to special educators, implying some degree of obligation, these students remain the joint charge of the general educator and special education. Nevertheless, for years general educators have looked upon the special education student as not being their responsibility. It is this outlook that often causes conflict for the students and teachers during the mainstreaming process.

One of the major reasons for the development of the consultation form is a response to the problem of defining responsibility for the handicapped student. First, it requires both teachers to interact with one another and to jointly develop a plan for the student. Secondly, it pinpoints which teacher will assume each of the specific aspects of that plan. Thus, the consultation form brings together both teachers, who share responsibility for the student, so that they can jointly make the necessary educational plans. By pinpointing these responsibilities, rules for each teacher are clearly defined. Thus, through the joint effort of both teachers, the student will benefit.

Segments of the Forms

The consultation form is divided into three main components. The first two components consist of elementary and secondary consultation forms. The reason for this division is inherent in the nature of expectations for elementary and secondary students. For example, a secondary teacher generally does not refer a student to special education for handwriting or spelling correction. This is, however, an appropriate referral at the elementary level.

As stated before, referrals at the secondary level are primarily tutorial while elementary level referrals are basically remedial. Of course, neither tutoring nor remediating is strictly designated as an elementary or secondary level function. However, since there are general areas that are primarily associated with the needs of elementary or secondary students the forms are exclusive of one another. At the secondary level, the form attempts to determine general reasons why a student is unable to successfully complete classroom assignments. Outcomes, at this level, usually require the special education teacher to help redesign the classroom curriculum or to tutor the student. The elementary consultation form, on the other hand, takes a look at four specific areas of difficulty, spelling, handwriting, reading, and arithmetic. In this way remediation concentrates on the basic skills.

Finally, both the elementary and the secondary consultation forms have sections that deal with social/emotional difficulties. It is, of course, necessary that these difficuties be considered in almost all cases where a student is experiencing school difficulties. The following is an indepth breakdown of the elementary and secondary formats, and a discussion of the social/emotional difficulties form.

Types of Forms

As mentioned, above, the secondary consultation form considers the variables involved when the student experiences difficulties in a particular subject. Thus, Form 10.8 requires a look at subject areas involved, possible causes of difficulty in each of these subject areas and materials and techniques currently being used. Attempts are made to pinpoint the student's strengths and weaknesses, likes and dislikes. By looking at these areas it should be apparent where adjustments must be made. Furthermore, by breaking down the student's difficulties into areas, the form attempts to cover the widest range of potential difficulties.

After obtaining general information, the forms consider the best way to set up an individual academic program. The program that is established should take advantage of the student's strengths and may or may not directly involve the use of the student's strengths and may or may not directly involve the use of the special educator. Such programs usually define tasks such as tutoring vs. remediation and determining homework assignment or make-up work. The responsibilities of both are also established. A variety of appropriate techniques are suggested, including joint lesson plans and behavioral contracts. And, finally, responsibility for determining grades and methods to be employed are defined.

One helpful technique is the use of a contract whenever possible, involving the student and the teachers. This contract stating the responsibilities of the student and each teacher follows in the next chapter.

The short secondary consultation Form 10.9 is available for use once the teacher is comfortable with the longer form and no longer needs such a structured procedure. It also serves as a record keeping format, allowing the special educator to recall initial discussions and recommendations over a period of time.

In general, the secondary consultation form moves from gathering very general information about the student and the classroom setting, to gathering more detailed information, and ends with the development of a contract between all of the parties concerned. This deductive format for educational planning is a more realistic approach to determining causes for educational problems and for creating accompanying educational plans. Additionally, the consultation forms are coordinated with the other strategies and techniques discussed throughout the *Handbook*.

The elementary consultation forms are broken down into four basic areas: reading, Form 10.2; spelling, Form 10.3; handwriting, Form 10.4; and arithmetic, Form 10.5. The rationale for this is that they compose the primary reasons for referrals to special education. It is this specificity that is the difference between the two level forms. This is possible at the elementary level because the emphasis here is on remediation of the skill deficits, rather than on tutoring. The format of the four areas are similar, therefore only the reading area will be discusssed.

It is suggested in the reading section, as well as in the other three sections, that there are five basic areas which should be examined in order to determine causes of the specific difficulty. These are **perceptual**, such as visual or auditory discrimination problems; **social**, such as being too shy to participate in class; **physical**, such as having vision or hearing difficulty; **inappropriate material**, such as when the student is unable to comprehend the manner in which the material is presented; and **inappropriate instruction** such as when the manner of presenting the material causes problems. By looking at each of these five areas, the majority of possible causes for a student's difficulties are covered.

Conditions that may be involved in the reading difficulty must also be examined. These include items such as does the student have diffculty with only oral or silent reading, what reading series is used, and what reading approach is being implemented.

After looking at the causes and the variables involved in the reading difficulty, remediation must be considered. As in the secondary consultation form, student's strength, weaknesses, likes and dislikes are defined. The manner in which the teacher structures the classroom and the degree to which the teacher can modify his/her program to take advantage of the studnet's strengths must also be considered.

Finally, if the student is placed in special education, the responsibilities of both the general and special education teachers need to be clearly defined. Basic concerns include what the general educator can do to help transfer learning from the regular classroom to the special classroom, and what the special educator can do to help the general educator succeed.When all of this information is gathered, an academic contract can be signed. It should state specifically the expectations of the student, the general educator and the special education teacher.

The four areas (Reading, Spelling, Handwriting, and Arithmetic) are discussed in the same way. Each deals with the possible causes, suitable remediation, and specification of roles. By attempting to designate possible causes, variables involved, and remediation strategies a picture should evolve specifying why an individual student is failing in school and what strategies can be used to insure a more successful school experience. A short form is also available later in this chapter. See Form 10.6.

The social emotional section, Forms 10.1, 10.7, is an attempt to look at the student as a person interacting in an educational environment. This is a relatively specific point of view. The type of problem that the student is having, its frequency, time of day, subject and the location where this behavior is occuring should be specified. Other aspects of the environment, such as members of the class, what behavior(s) precede the problem, and what is done by the teacher after the problem occurs must be considered. Finally, the duration of the problem, how the problem behavior terminates and consequences terminating the problem behavior must also be noted. From this information it is expected that the special educator will be able to determine the variables causing the behavior and procedures for manipulating the situation so that the student's behavior can come under the teacher's control.

Social/emotional difficulties are not emphasized to the extent that academic difficulties are, simply because the special educator's major responsibility is to concentrate on academic and not social problems. Other professionals, such as social workers and psychologists, have this charge. However, the special educator occasionally comes into contact with social/emotional problems and must be prepared to offer at least some advice in this area to the general educator who is dealing with the handicapped student.

ELEMENTARY LEVEL CONSULTATION FORM

Student's Name: ______________________ Chronological Age: __________

General Education Teacher: ______________________ Grade Level: __________

Date: __________

SOCIAL-EMOTIONAL DIFFICULTIES

1. What type of problem behavior is student experiencing? ______________________
2. How frequent is its occurence? (per day, per hour, etc.) ______________________
3. Is behavior associated with a particular subject(s)? (math, reading, etc.) Which one? ______________________
4. During what part of the day does it usually occur? ______________________
5. Where is student when it occurs? (at his desk, on playground, in lunchroom, etc.) ______________________
6. What is happening with the rest of the class when it occurs? ______________________
7. What occurs immediately before problem? ______________________
8. What does classroom teacher do when behavior erupts? ______________________
9. What do other students do when behavior erupts? ______________________
10. How long does behavior last? ______________________
11. Why does student stop behavior? ______________________
12. What happens to student immediately after behavior? ______________________
13. What does classroom teacher think causes behavior to occur? ______________________

Form 10.1

Student's Name: ______________________________

SOCIAL-EMOTIONAL DIFFICULTIES (Continued)

What are variables causing behavior? ______________________________

How can we change these variables in order to help student change these behaviors? ______________________________

What is our goal? ______________________________

Student will do: ______________________________

General Educator will do: ______________________________

Special Educator will do: ______________________________

______________ (others) will do: ______________________________

Time period for program will be approximately ______________ to ______________.

Special Ed. Teacher will/will not coordinate efforts with classroom teacher on ______________ (daily, weekly, etc.) basis until goal is achieved.

General Ed. Teacher: ______________________________
Special Ed. Teacher: ______________________________
Date: ______________________________

Form 10.1 cont.

ELEMENTARY LEVEL CONSULTATION FORM

Student's Name: ____________________ Chronological Age: ____________
General Education Teacher: ____________________ Grade Level: ____________
Date: ____________

I. **Reading Difficulties:** Can't read assigned material
A. Possible Causes:

CHECK APPROPRIATE ITEMS

1. **perceptual**

poor visual discrimination - inability to distinguish one object from another when presented visually ☐

poor visual memory - unable to recall information presented visually ☐

poor auditory discrimination - inability to distinguish differences between sounds or words ☐

poor auditory memory - unable to recall information presented orally ☐

easily distracted by visual stimuli ____________ ☐
auditory stimuli ____________ ☐
both ____________ ☐

other (specify) ____________ ☐

2. **physical**

vision difficulties suspected ____________ ☐
known ____________ ☐
specify ____________ ☐

hearing difficulties suspected ____________ ☐
known ____________ ☐
specify ____________ ☐

speech and/or language difficulties ____________ ☐
specify ____________ ☐

slow reaction time ____________ ☐
easily fatigued ____________ ☐

3. **social-emotional**

exceptionally shy ____________ ☐
unable to control behavior ____________ ☐
limited vocabulary ____________ ☐
limited background of experiences ____________ ☐
unable to function independently ____________ ☐
requires extra attention ____________ ☐
poor self concept ____________ ☐

Form 10.2

Elementary Level Consultation Form - continued

4. **material inappropriate**
   - doesn't know names of the letters ______ ☐
   - which ones ______ ☐
   - doesn't know sounds of letters ______ ☐
   - can't blend sounds ☐
   - doesn't comprehend material ☐
   - not interested in material ☐

5. **instruction inappropriate** ☐
   - needs material presented orally ______
   - needs material presented visually ______ ☐
   - needs multi sensory presentation ______ ☐
   - has difficulty with oral reading ______ ☐
   - has difficulty with silent reading ______ ☐
   - has difficulty with all types of reading ______ ☐
   - needs direction presented personally ______ ☐
   - unable to function in classroom structure ______ ☐
   - unable to function with classroom equipment ______ ☐
   - other (specify) ______ ☐
   - student's reading text is ______
   - reading approach being used with child (visual, linguistic, phonics, multi-sensory, ITA) ______

FILL IN BLANKS

What is the structure of the classroom? (ex. stays in one room with same teacher most of the day, stays in room but has different teachers for different subjects, etc.) ______

How can classroom program be modified to take advantage of student's strengths? ______

Form 10.2 cont.

Elementary Level Consultation Form - continued

II. Educational Plan:

If student is placed in Special Education what will be the goal for the student? ____________________

a.) increase output to ______ %

______ number

______ times

b.) increase accuracy to ______ %

______ number

______ times

FILL IN BLANKS

B. Remediation

What are student's strengths? ____________________

What are student's weaknesses? ____________________

What are student's likes? ____________________

Elementary Level Consultation Form - continued

What are student's dislikes? ____________________

CHECK APPROPRIATE ITEMS

A. What can Special Education do to remediate weaknesses? ☐
- Coordinate joint lesson plans with classroom teacher ☐
- Meet with classroom teacher daily ☐
  - weekly ☐
  - other (specify) ☐
- Observe student in classroom ☐
  - other (specify) ☐
- Establish grade contract with teacher ☐
  - student ☐
- Coordinate grade contract with teacher ☐
- Send examples of student's work to classroom teacher daily ☐
  - weekly ☐
  - other (specify) ☐
- Send examples of student's work for student to complete, daily ☐
  - weekly ☐
  - other (specify) ☐
- Send written report of student's progress to teacher daily ☐
  - weekly ☐
  - other (specify) ☐
- Provide teacher with appropriate material for use in classroom ☐
- Team teach within classroom ☐

CHECK APPROPRIATE ITEMS

B. What can General Educator do to help transfer of learning occur?
- Oversee work Special Educator sends to classroom for student ☐
- Provide supplementary instruction on assignments brought back from Special Education ☐
- Grade papers student brings from Special Education for completion in classroom ☐

Form 10.2 cont.

Elementary Level Consultation Form - continued

Supplement special education program with other materials supplied by Special Education ☐

Supplement special education program with other materials supplied by self ☐

Doesn't have time to work on transfer ☐

Other (specify) ☐

C. What can student do to aid himself?

D. What can others do to aid plan? (specify who and what)

E. Who will coordinate this program?

If appropriate, specify how often student will go to special education, for how long daily, and during which periods.

Signatures: General education teacher

Special education teacher

Student

Date

Form 10.2 cont.

ELEMENTARY LEVEL CONSULTATION FORM

Student's Name: ____________________ Chronological Age: ____________________
General Education Teacher: ____________________ Grade Level: ____________________
Date: ____________________

I. **Arithmetic Difficulties:** Can't perform mathematical functions appropriate for mental age

A. Possible causes:

CHECK APPROPRIATE ITEMS

1. **perceptual**	poor spatial relations	☐
	poor visual discrimination	☐
	poor visual memory	☐
	poor auditory discrimination	☐
	poor auditory memory	☐
	poor kinesthetic memory	☐
	numerous reversals of numbers	☐
	difficulty with abstract symbols	☐
	difficulty with directionality	☐
2. **physical**	visual-motor difficulties	☐
	vision problems, suspected ____________________	☐
	known ____________________	☐
	specify ____________________	☐
	auditory problems, suspected ____________________	☐
	known ____________________	☐
	specify ____________________	☐
	slow reaction	☐
	other (specify) ____________________	☐

Form 10.3

Elementary Level Consultation Form - continued

3. social-emotional embarrassed to compute problems in front of peers, orally on board	
embarrassed by speech difficulties	
unable to control behavior	
unable to function independently	
needs directions repeated frequently	
other (specify) ______________________	
4. material inappropriate can't pair one-to-one	
doesn't know basic facts	
doesn't know basic procedure, addition ______________	
subtraction ______________	
multiplication ______________	
division ______________	
can't read problems or directions in text	
can't solve problems once read	
doesn't know number sequences	
can't count	
other (specify) ______________________	
5. technique inappropriate needs concrete objects	
needs visual cues	
needs auditory reinforcement	
needs multi-sensory approach	
needs concrete approach - memorization of facts	
needs problem solving approach	
needs concept development	

Form 10.3 cont.

Elementary Level Consultation Form - continued

Specify the text in use in the classroom and the general approach used by the teacher.

Who teaches the student math and how much time daily is used for this instruction?

FILL IN BLANKS

What is the structure of the classroom? (ex. stays in one room with same teacher most of the day, stays in room but has different teachers for different subjects, etc.)

How can classroom program be modified to take advantage of student's strengths?

Form 10.3 cont.

Elementary Level Consultation Form - continued

II. Educational Plan:

If student is placed in Special Education what will be the goal for the student? ____________________

____

____

____

____

____

____

a.) increase output to ______ %

______ number

______ times

b.) increase accuracy to ______ %

______ number

______ times

CHECK APPROPRIATE ITEMS

A. What can Special Education do to remediate weaknesses?

Coordinate joint lesson plans with classroom teacher ____________ ☐

Meet with classroom teacher daily ____________ ☐

weekly ____________ ☐

other (specify) ____________ ☐

Observe student in classroom ____________ ☐

other (specify) ____________ ☐

Establish grade contract with teacher ____________ ☐

student ____________ ☐

Coordinate grade contract with teacher ____________ ☐

Send examples of student's work to classroom teacher daily ____________ ☐

weekly ____________ ☐

other (specify) ____________ ☐

____

____

Send examples of student's work for student to complete, daily ____________ ☐

weekly ____________ ☐

other (specify) ____________ ☐

____

____

Elementary Level Consultation Form - continued

Send written report of student's progress to teacher daily ☐
weekly ☐
other (specify) ☐

Provide teacher with appropriate material for use in classroom ☐
Team teach within classroom ☐

CHECK APPROPRIATE ITEMS

B. What can General Educator do to help transfer of learning occur?
Oversee work Special Educator sends to classroom for student ☐
Provide supplementary instruction on assignments brought back from Special Education ☐
Grade papers student brings from Special Education for completion in classroom ☐
Supplement special education program with other materials supplied by Special Education ☐
Supplement special education program with other materials supplied by self ☐
Doesn't have time to work on transfer ☐
Other (specify) ☐

C. What can student do to aid himself?

D. What can others do to aid plan? (specify who and what)

Elementary Level Consultation Form - continued

E. Who will coordinate this program? ____________________

If appropriate, specify how often student will go to special education, for how long daily, and during which periods.

Signatures: General education teacher ____________________

Special education teacher ____________________

Student ____________________

Date ____________________

Form 10.3 cont.

ELEMENTARY LEVEL CONSULTATION FORM

Student's Name ____________________ Chronological Age: ____________________
General Education Teacher: ____________________ Grade Level: ____________________
Date: ____________________

I. **Handwriting Difficulties:** Can't write or print legibly
A. Possible causes:

	CHECK APPROPRIATE ITEMS
1. perceptual poor eye-hand coordination	
poor spatial relations	
poor kinesthetic memory - small muscles don't automatically recall writing papers	
poor visual discrimination of figures	
poor visual recall	
numerous reversals, inversions, etc.	
other (specify) ____________________ ____________________	
2. physical slow reaction time	
poor fine motor control	
indecisive hand dominance	
vision difficulties suspected ____________________	
known ____________________	
specify ____________________	
other (specify) ____________________ ____________________	
3. social-emotional excessive shyness — prevents writing on board ____________________	
unable to control behavior ____________________	
limited ability to understand vocabulary ____________________	
unable to function independently ____________________	
requires extra attention ____________________	
requires repetition of directions ____________________	
poor self concept ____________________	
other (specify) ____________________	

Form 10.4

Elementary Level Consultation Form - continued

4. material inappropriate

can't write manuscript ________ ☐
can't write cursive ________ ☐
can't transfer skills from manuscript to cursive ________ ☐
can't make elementary strokes ________ ☐
can't hold pencil properly ________ ☐
can't recall letters ________ ☐
other (specify) ________ ☐

5. technique inappropriate

needs visual cues ________ ☐
needs oral directions ________ ☐
needs multi-sensory approach ________ ☐
can't copy from far distance - blackboard ________ ☐
can't copy from mid distance - chart nearby ________ ☐
can't copy from near distance - book on desk ________ ☐
needs technique for left hander ________ ☐
other (specify) ________ ☐

Handwriting is taught ____ minutes, ________ times per week.

Specify method being used to teach handwriting (be specific) ________

List any books or equipment in use during handwriting instruction. State the procedure for their use. ________

Who teaches handwriting? ________

FILL IN BLANKS

B. Remediation

What are student's strengths? ________

Elementary Level Consultation Form - continued

What are student's weaknesses? ______________________________

What are student's likes? ______________________________

What are student's dislikes? ______________________________

FILL IN BLANKS

What is the structure of the classroom? (ex. stays in one room with same teacher most of the day, stays in room but has different teachers for different subjects, etc.) ______________________________

How can classroom program be modified to take advantage of student's strengths? ______________________________

Elementary Level Consultation Form - continued

II. Educational Plan:

If student is placed in Special Education what will be the goal for the student? ____________________

____

____

____

____

____

____

a.) increase output to ______ %

______ number

______ times

b.) increase accuracy to ______ %

______ number

______ times

CHECK APPROPRIATE ITEMS

A. What can Special Education do to remediate weaknesses?

Coordinate joint lesson plans with classroom teacher ____________ ☐

Meet with classroom teacher daily ____________ ☐

weekly ____________ ☐

other (specify) ____________ ☐

Observe student in classroom ____________ ☐

other (specify) ____________ ☐

Establish grade contract with teacher ____________ ☐

student ____________ ☐

Coordinate grade contract with teacher ____________ ☐

Send examples of student's work to classroom teacher daily ____________ ☐

weekly ____________ ☐

other (specify) ____________ ☐

____

____

Send examples of student's work for student to complete. daily ____________ ☐

weekly ____________ ☐

other (specify) ____________ ☐

____

____

Form 10.4 cont.

Elementary Level Consultation Form - continued

Send written report of student's progress to teacher daily ______ ☐
weekly ______ ☐
other (specify) ______ ☐
______
______

Provide teacher with appropriate material for use in classroom ______ ☐
Team teach within classroom ______ ☐

CHECK APPROPRIATE ITEMS

B. What can General Educator do to help transfer of learning occur?

Oversee work Special Educator sends to classroom for student ☐

Provide supplementary instruction on assignments brought back from Special Education ☐

Grade papers student brings from Special Education for completion in classroom ☐

Supplement special education program with other materials supplied by Special Education ☐

Supplement special education program with other materials supplied by self ☐

Doesn't have time to work on transfer ☐

Other (specify) ☐
______
______
______
______
______
______

C. What can student do to aid himself? ______
______
______
______
______
______
______

D. What can others do to aid plan? (specify who and what) ______
______
______
______
______
______
______
______

Form 10.4 cont.

Elementary Level Consultation Form - continued

E. Who will coordinate this program? ____________________

____

____

____

If appropriate, specify how often student will go to special education, for how long daily, and during which periods.

____

____

____

Signatures: General education teacher ____________________

Special education teacher ____________________

Student ____________________

Date ____________________

Form 10.4 cont.

ELEMENTARY LEVEL CONSULTATION FORM

Student's Name: ______________________ Chronological Age: ______________________

General Education Teacher: ______________________ Grade Level: ______________________

Date: ______________________

I. **Spelling Difficulties:** Can't spell words appropriate for mental age

A. Possible causes

CHECK APPROPRIATE ITEMS

1. **perceptual**

poor visual discrimination - inability to distinguish one object from another when presented visually ☐

poor visual memory - unable to recall information presented visually ☐

poor auditory discrimination - inability to distinguish differences between sounds or words ☐

poor auditory memory - inability to recall information presented orally ☐

numerous reversals and inversions, etc. ☐

other (specify) ______________________ ☐

2. **physical**

poor visual-motor control for written spelling ☐

speech difficulty interferes with oral spelling ☐

possible vision difficulty, suspected ______________________ ☐

known ______________________ ☐

specify ______________________ ☐

possible auditory difficulties, suspected ______________________ ☐

known ______________________ ☐

slow reaction time ☐

other (specify) ______________________ ☐

3. **social-emotional**

embarrassed to spell orally ☐

affected by past failures ☐

unable to function independently ☐

needs personal directions ☐

poor self concept ☐

easily distracted ☐

other (specify) ______________________ ☐

Form 10.5

Elementary Level Consultation Form - continued

4. material inappropriate spelling words inappropriate, too difficult	☐
needs visual cues	☐
needs oral cues	☐
needs multi-sensory procedure	☐
doesn't know letters of alphabet	☐
doesn't know sounds of letters	☐
other (specify) ____________________	☐
5. technique inappropriate difficulty with oral spelling only	☐
difficulty with written spelling only	☐
difficulty with any type of spelling	☐
can't write words but can recognize them in a group	☐
needs test-study-test technique	☐
needs study-test technique	☐

How often is spelling taught in the classroom? ____________________

Who teaches spelling to the student? ____________________

What spelling word source is used? spelling book, reading list, etc.
Please specify ____________________
____
____

Specify any other materials or equipment used in teaching spelling.
____
____
____
____
____

FILL IN BLANKS

B. Remediation
What are student's strengths? ____________________
____
____
____
____
____

Form 10.5 cont.

Elementary Level Consultation Form - continued

What are student's weaknesses? ______________________________

What are student's likes? ______________________________

What are student's dislikes? ______________________________

FILL IN BLANKS

What is the structure of the classroom? (ex. stays in one room with same teacher most of the day, stays in room but has different teachers for different subjects, etc.) ______________________________

How can classroom program be modified to take advantage of student's strengths? ______________________________

Elementary Level Consultation Form - continued

II. Educational Plan:

If student is placed in Special Education what will be the goal for the student? ____________________

____

____

____

____

____

____

a.) increase output to ______ %

______ number

______ times

b.) increase accuracy to ______ %

______ number

______ times

CHECK APPROPRIATE ITEMS

A. What can Special Education do to remediate weaknesses? ☐

Coordinate joint lesson plans with classroom teacher ____________ ☐

Meet with classroom teacher daily ____________ ☐

weekly ____________ ☐

other (specify) ____________ ☐

Observe student in classroom ____________ ☐

other (specify) ____________ ☐

Establish grade contract with teacher ____________ ☐

student ____________ ☐

Coordinate grade contract with teacher ____________ ☐

Send examples of student's work to classroom teacher daily ____________ ☐

weekly ____________ ☐

other (specify) ____________ ☐

____

____

Send examples of student's work for student to complete, daily ____________ ☐

weekly ____________ ☐

other (specify) ____________ ☐

____

____

Elementary Level Consultation Form - continued

Send written report of student's progress to teacher daily ☐

weekly ☐

other (specify) ☐

Provide teacher with appropriate material for use in classroom ☐

Team teach within classroom ☐

CHECK APPROPRIATE ITEMS

B. What can General Educator do to help transfer of learning occur?

Oversee work Special Educator sends to classroom for student ☐

Provide supplementary instruction on assignments brought back from Special Education ☐

Grade papers student brings from Special Education for completion in classroom ☐

Supplement special education program with other materials supplied by Special Education ☐

Supplement special education program with other materials supplied by self ☐

Doesn't have time to work on transfer ☐

Other (specify) ☐

C. What can student do to aid himself?

D. What can others do to aid plan? (specify who and what)

Form 10.5 cont.

Elementary Level Consultation Form - continued

E. Who will coordinate this program? ______________________________

____

____

____

If appropriate, specify how often student will go to special education, for how long daily, and during which periods.

____

____

____

Signatures: General education teacher ______________________________

Special education teacher ______________________________

Student ______________________________

Date ______________________________

ELEMENTARY LEVEL CONSULTATION - SHORT FORM *

May be used for initial conference with the general education teacher if long form is unnecessary and should be used for all significant follow-up conferences.

Meeting initiated by: ______________________________ (name)

______________________________ (position)

Date of meeting: ______________________________

Subject of discussion: ______________________________ (student's name)

Purpose of the meeting: ______________________________

____

____

____

Results of the meeting: ______________________________

____

____

____

____

____

____

____

____

____

____

____

____

____

* Please clip this form to other consultation forms in the student's special education file.

Form 10.6

SECONDARY LEVEL CONSULTATION FORM

Student's Name: ______________________ Chronological Age: ________
Referring Teacher: ______________________ Grade Level: ________
Subject Area: ______________________ Date: ________
Hour or Period: ______________________

SOCIAL—EMOTIONAL DIFFICULTIES

1. What type of problem behavior is student experiencing? ________________
2. How frequent is its occurence? (per day, per hour, etc.) ________________
3. Is behavior associated with a particular subject(s)? (Math, reading, etc.) Which one? ________________
4. During what part of the day does it usually occur? ________________
5. Where is student when it occurs? (at his desk, in hall, in cafeteria, etc.) ________________
6. What is happening with the rest of the class when it occurs? ________________
7. What occurs immediately before problem? ________________
8. What does teacher do when behavior erupts? ________________
9. What do other students do when behavior erupts? ________________
10. How long does behavior last? ________________
11. Why does student stop behavior? ________________
12. What happens to student immediately after behavior? ________________
13. What does teacher think causes behavior to occur? ________________

Form 10.7

Student's Name: ______________________

SOCIAL-EMOTIONAL DIFFICULTIES (continued)

What are variables causing behavior? ______________________

____

____

How can we change these variables in order to help student change these behaviors? ______________________

____

____

What is our goal? ______________________

____

____

Student will ______________________

____

General educator(s) ______________________

____

Special educator will ______________________

____

______________ (others) will ______________________

____

Time period for program will be approximately ______________ to ______________.

Special educator will/will not coordinate efforts with the general education staff ______________ (daily, weekly, etc.) basis until goal is achieved.

Student: ______________________

General educator: ______________________

Special educator: ______________________

Date: ______________________

SECONDARY LEVEL CONSULTATION FORM

Student's Name ______________________ Chronological Age: ______________________

Referring Teacher: ______________________ Grade Level: ______________________

Subject Area: ______________________ Date: ______________________

Hour/Period: ______________________

ACADEMIC DIFFICULTIES

A. Variables

1. Other teachers who have requested help for the student are:

Subject	Teacher	Period/Hour

2. Possible causes: (ex. doesn't know sounds of vowels, doesn't know multiplication facts, poor visual memory, etc.)

2. Materials in use in classroom. (List by subject area)

4. Techniques in use in classroom. (List by subject area)

5. What are student's strengths? ______________________

6. What are student's weaknesses? ______________________

Form 10.8

Student's Name ____________________

ACADEMIC DIFFICULTIES

7. What are student's likes? ____________________

8. What are student's dislikes? ____________________

B. Educational Program

1. What type of program will take advantage of student's strengths? ____________________

CHECK APPROPRIATE ITEMS

2. If student is not assigned to special education, what can the special educator do to help the referring teacher with this student

a) team teach in the classroom	☐
b) help teacher modify subject matter	☐
c) help teacher modify techniques for presenting subject	☐
d) help teacher modify tests	☐
e) provide more appropriate materials for use in classroom	☐
f) other (specify) ____________________	☐

3. If student is assigned to special education what can the special education teacher do?

a) remediate weaknesses in __________ (subject area)	☐
b) tutor student in __________ (subject area)	☐
c) provide both remediation and tutoring in __________ (subject areas).	☐
d) oversee homework and makeup work in __________ (subject areas).	☐
e) other (specify) ____________________	☐

Form 10.8 cont.

Student's Name: ____

ACADEMIC DIFFICULTIES

4. What can referring teacher do to help transfer learning from special education to the general education class ____

____

____

____

5. Who will be responsible for coordinating this program? ______________________

____

CHECK APPROPRIATE ITEMS

6. What methods will be used to insure coordination?

a) joint lesson plans	☐
b) daily/weekly meetings	☐
c) joint observation	☐
d) contracts with referring teacher	☐

7. Who will be responsible for providing report card grades?

____

CHECK APPROPRIATE ITEMS

8. What methods will be used for grading?

a) behavioral objectives plus scattergram	☐
b) joint contracts	☐
c) mid-marking period agreement	☐
d) daily-weekly grades	☐
e) other (specify) ______________________ ______________________	☐

Form 10.8 cont.

Student's Name: ______________________________

C. **Goals**

1. **What will be the goal(s) for the student while in the special education program?** ______________

2. **Student will:** ______________________________

3. **General education teacher(s) will:** ______________________________

4. **Special education teacher will:** ______________________________

5. **Others (specify) will:** ______________________________

6. **Student will report to special education (daily, two times per week, etc.)** ______________

____
(amount of time per visit)

7. **Student will report during** ______________ **(hour/period)**
thereby missing ______________ **(subject/area).**

Signatures:
Referring teacher ______________
Special education teacher ______________
Student ______________

Form 10.8 cont.

SECONDARY CONSULTATION - SHORT FORM

May be used for initial conference with referring teacher if long form is unnecessary. Should also be used with other teachers concerned about a student already referred and should be used for all significant follow-up conferences.*

Meeting initiated by: ______________________________ (name)

______________________________ (position)

______________ (subject area) ________ (hour of period)

Date of meeting: ______________________________

Subject of discussion: ______________________________ (student's name)

Purpose of the meeting: ____

____

____

____

____

____

____

____

____

Results of the meeting: ____

____

____

____

____

____

____

____

____

* Please clip this form to other forms in the student's special education file.

Form 10.9

JOINT LESSON PLANS

Special educators who attempt to coordinate their tutorial and remedial services with lessons presented by general educators usually find that some written format must be adopted. This format is frequently called a joint lesson plan and three versions are included in this chapter.

The joint lesson plan is a written vehicle for gathering exchanging and recording information. When students are placed in special education part time the special educator sets up individualized educational plans for them. These generally include some attempt to coordinate the special education goals and objectives with the lessons being taught in general education. In this way students do not suffer from time lost while out of the regular classroom. Instead, the special educator plans lessons which reinforce general education, a technique which frequently improves students' grades while allowing students to keep pace with their classes. In order to plan appropriate lessons, the special educator must constantly be aware of the lessons being taught in general education. The joint lesson plan provides the special educator with this information.

One indirect benefit from using a joint lesson plan is the fostering of the consultant role as part of the special educator's duties. Since the form can not be used unless both teachers agree, the special educator must make personal contact with the general educator. This contact includes developing rapport, agreeing upon an educational plan and initiating a procedure for coordinating information. Communication of information may be accomplished through frequent verbal discussions or through the use of a written form such as the joint lesson plan. Since a special educator generally services fifteen or more general educators, it may be impossible for the special educator to personally coordinate these lessons each week. The use of a written form, therefore, is usually necessary. With continuous use of the joint lesson plan procedure each teacher is always aware of what the other is teaching and of the responsibilities they share. The general educator soon realizes the extensive amount of planning the special education program requires and good staff relations are fostered.

Joint lesson plans require that both teachers be specific about their lessons. Each must state what will be taught during the upcoming week or marking period and how it will be taught. Since weekly plans are usually required by principals, this aspect of the joint lesson plan should not cause teachers any difficulty. The general educator usually fills out the form on Friday and returns it to the special educator so that there is time to coordinate lesson plans in special education. Included with the form are the objectives for the week, the books and pages the general educator will use and any additional information the special educator will need. Such specificity encourages both teachers to carefully plan lessons with specific objectives in mind. It does not, however, preclude exploratory activities which frequently arise during teacher directed lessons. Lessons planned by the special educator to reinforce classroom teaching, can be presented in a manner which takes advantage of the student's unique learning style and promotes individualization of instruction.

A secondary benefit, resulting from such precise information, is new knowledge for the special education teacher. Few know thoroughly all the general education subject material which they are expected to teach because few special educators have teaching experience in general education. With the joint lesson plan, they become familiar with the objectives and materials preferred by the general educator with whom they are working. Over time, they develop a working knowledge of most of the areas in which handicapped students are mainstreamed.

When more than one teacher is instructing a student in the same subject, services should be closely coordinated so that there is no unnecessary duplication of services. Any teacher who works with special education students, however, soon becomes aware of the need for constant repetition. Overlearning is a must. Special educators, therefore, should plan to specifically repeat or review classroom lessons using the student's individual learning style. The result of such planned review is more opportunity for the student to learn the material and to recall it at some later date. Additionally, the special educator may administer classroom tests using techniques which insure the student the greatest chance for success. The results should be improved grades in the regular classroom.

As handicapped students become more proficient in the regular classroom, their success will be connected with the efforts of both teachers. The general educator will see some purpose to the joint lesson plan and will be encouraged to continue using it. Both teachers will be aware of each other's activities and will realize they are directly complimenting each other. Empathy will be established between both and good staff relations will become even better relations.

Joint lesson plans filed over time by the special educator in the student's special education file will result in a record of the student's educational progress. Such record keeping is essential if the special educator is to demonstrate educational progress on IEPs. This is more realistic evidence of accountability than scores received on standardized tests since it is based on the objectives of the IEP and the general education program.

Proper use of joint lesson plans can only result in benefits for everyone; the general educator, the special educator and especially the student.

If the teachers both agree to use the joint lesson plan, they must commit themselves to consistent use of it. Timing must be worked out and each must be fully aware of the responsibilities which the form necessitates. The form is given to the general educator several days prior to the time that the special educator needs it. This permits the general educator to plan lessons, find appropriate books and materials, and compile test items, homework assignments and make-up requirements. When completed, the form is returned to the special educator for coordination of his/her part of the form. The special educator then sends a copy of the joint lesson back to the general educator. In this manner, each teacher knows what the other is doing and the special educator files a copy of the weekly form in the student's folder as an ongoing record of the educational plan.

The first joint lesson form, Form 10.10. is the most elementary and the easiest to use. After the usual information is supplied, all that is required is recording, day by day lessons which both teachers will present. The form is based on weekly lesson plans. It is filled out by the general educator and is sent to the special educator along with all written materials which the special educator will be using with the lessons.The special educator then records what will be taught in coordination with the general educator's lessons. A copy of the completed form is returned to the general educator for his/her information. The special educator uses the joint lesson plan as part of the student's instruction for the week. Whenever possible, the same or similar materials are modified to fit the general education presentation. If tests are included, the special educator frequently administers the test in a manner most appropriate for the student. For example, students with poor reading skills may write answers to test items which are read to them. When the weekly plan is completed, the form is filed as a record of the eductional plan.

A second joint lesson plan format, Form 10.12, includes all the elements of Form 10.11, but adds the dimension of evaluation. This aspect requires each teacher to evaluate the effects of the lesson on the student. In other words, how effective was the educational plan? As a result, the special educator may plan further review of the material.

The evaluation part of the form is best completed by the teachers jointly so that, if agreement is not obvious, a face-to-face compromise can be worked out. If personal contact is not possible, the completed joint plan may be sent to the general educators with the new form for the coming week. They may write in their evaluation of the students' progress and return it to the special educator with the coming week's plan. Special education teachers may then make adjustments in the proposed plan so as to incorporate additional review.

A third joint lesson plan, Form 10.14, attempts to move both teachers toward planning, based on short term objectives such as those developed in the student's IEP instead of on chapters in a book. At the top of the form, there is space for the objective before the plan can be started. Following this, each teacher fills in the assignment and materials sections. The plan remains in effect until the objective is met or until revised. Following completion, both teachers fill out the evaluation section. The revision section is used only if the evaluation states that the objective needs further attention, or if the objective is not met within a reasonable amount of time. This is the most individualized of the forms.

Although three types of joint lesson plans are presented here, these are only suggestions. Special educators may find them appropriate for their situations or may use them as foundations for formats which are more appropriate to their teaching staff and handicapped students. Completed examples are presented in Figures 10.11, 10.13, 10.15.

JOINT LESSON PLAN # 1

Teacher: ____________________ Students involved:

Subject: ____________________ ____________________

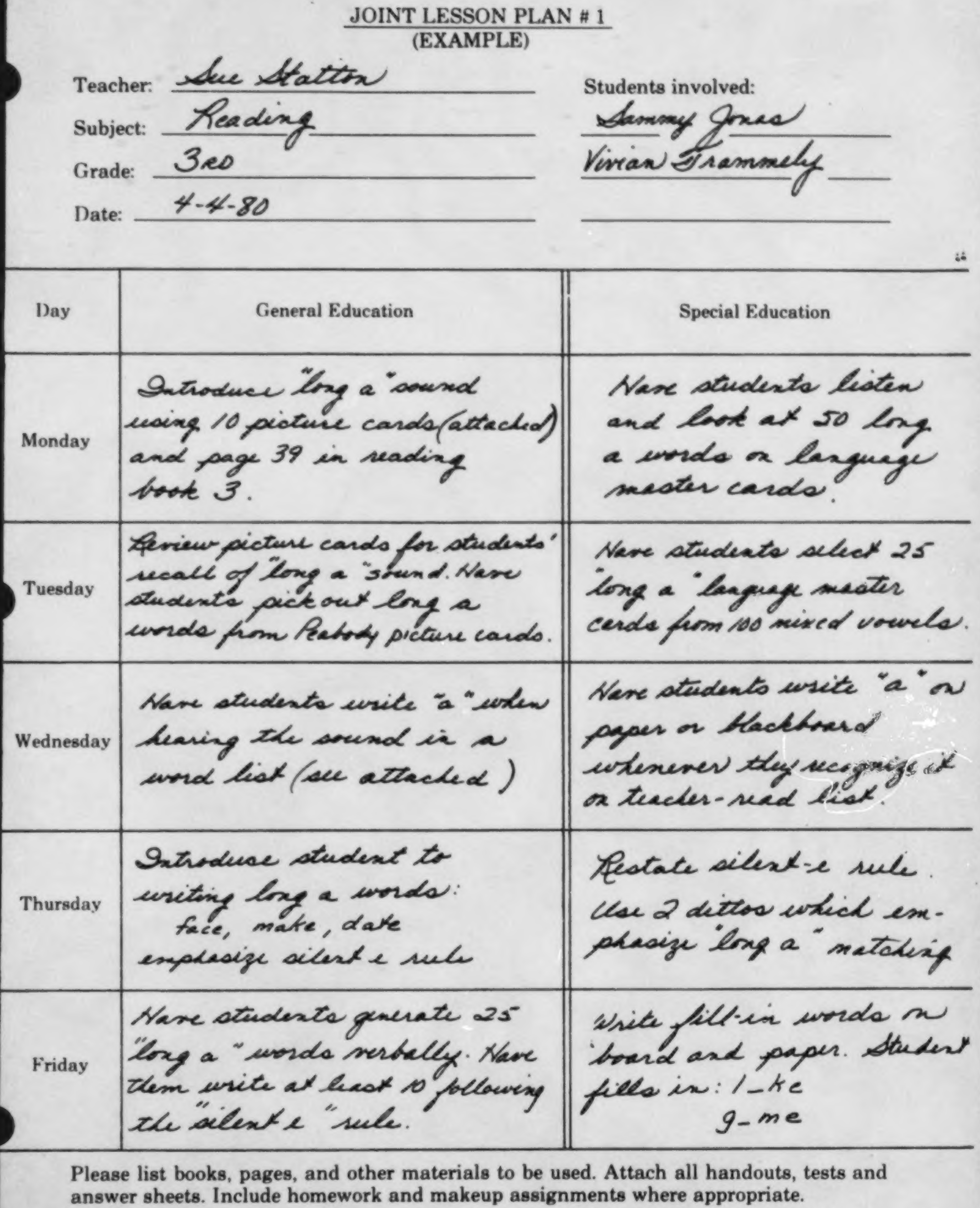
Grade: ____________________ ____________________

Date: ____________________ ____________________

Day	General Education	Special Education
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Please list books, pages, and other materials to be used. Attach all handouts, tests and answer sheets. Include homework and makeup assignments where appropriate.

Form 10.10



JOINT LESSON PLAN # 1
(EXAMPLE)

Teacher: Sue Hatton

Subject: Reading

Grade: 3RD

Date: 4-4-80

Students involved:
Sammy Jones
Vivian Frammely

Day	General Education	Special Education
Monday	Introduce "long a" sound using 10 picture cards (attached) and page 39 in reading book 3.	Have students listen and look at 50 long a words on language master cards.
Tuesday	Review picture cards for students' recall of "long a" sound. Have students pick out long a words from Peabody picture cards.	Have students select 25 "long a" language master cards from 100 mixed vowels.
Wednesday	Have students write "a" when hearing the sound in a word list (see attached)	Have students write "a" on paper or blackboard whenever they recognize it on teacher-read list.
Thursday	Introduce student to writing long a words: face, make, date emphasize silent e rule	Restate silent-e rule. Use 2 dittos which emphasize "long a" matching
Friday	Have students generate 25 "long a" words verbally. Have them write at least 10 following the "silent e" rule.	Write fill-in words on board and paper. Student fills in: l_ke g_me

Please list books, pages, and other materials to be used. Attach all handouts, tests and answer sheets. Include homework and makeup assignments where appropriate.

Fig. 10.11

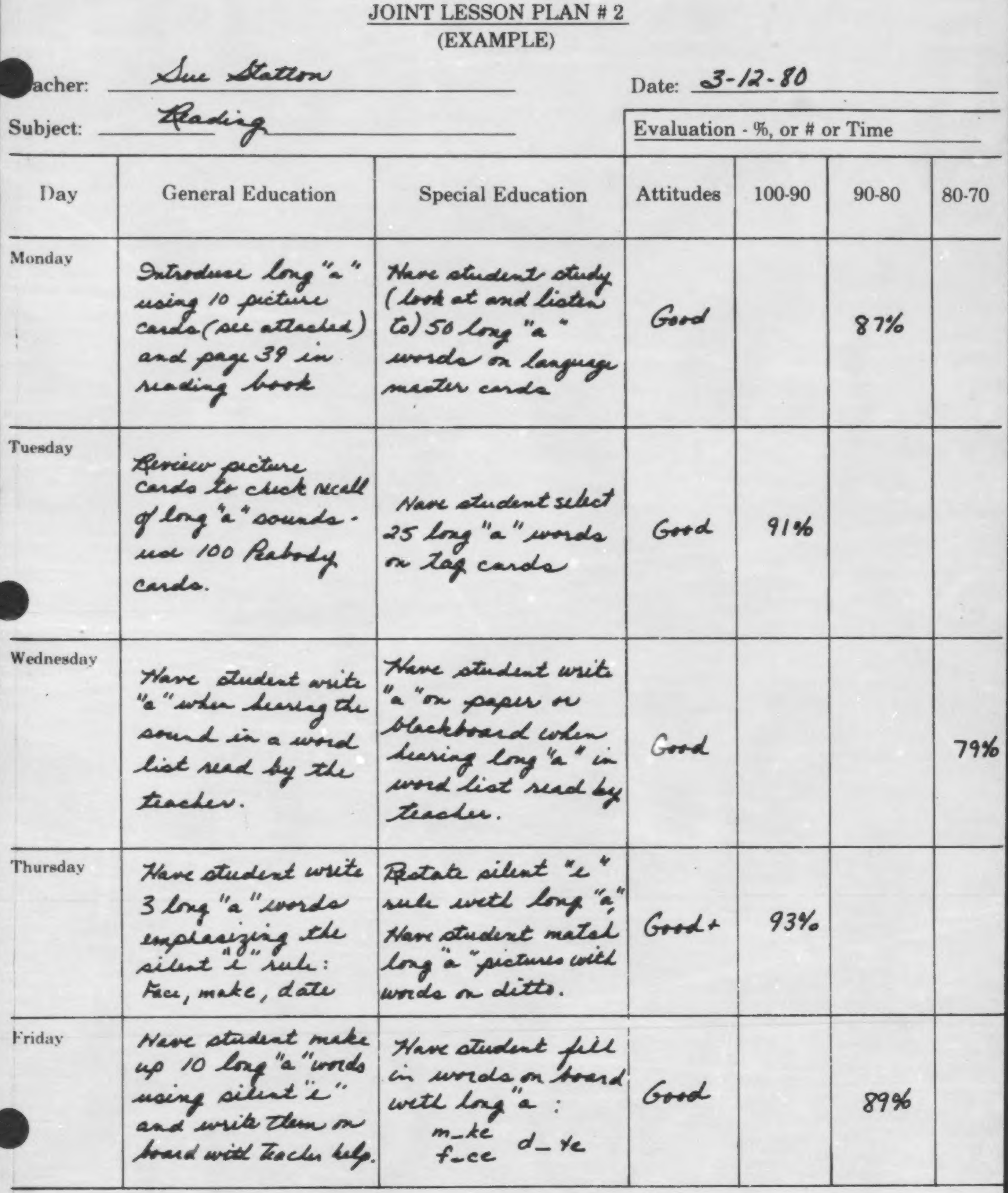
JOINT LESSON PLAN # 2

Teacher: ______________________ **Date:** ______________________

Subject: ______________________

			Evaluation - %, or # or Time			
Day	General Education	Special Education	Attitudes	100-90	90-80	80-70
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Form 10.12



JOINT LESSON PLAN # 2
(EXAMPLE)

acher: Sue Statton

Date: 3-12-80

Subject: Reading

			Evaluation - %, or # or Time			
Day	General Education	Special Education	Attitudes	100-90	90-80	80-70
Monday	Introduce long "a" using 10 picture cards (see attached) and page 39 in reading book	Have student study (look at and listen to) 50 long "a" words on language master cards	Good		87%	
Tuesday	Review picture cards to check recall of long "a" sounds - use 100 Peabody cards.	Have student select 25 long "a" words on tag cards	Good	91%		
Wednesday	Have student write "a" when hearing the sound in a word list read by the teacher.	Have student write "a" on paper or blackboard when hearing long "a" in word list read by teacher.	Good			79%
Thursday	Have student write 3 long "a" words emphasizing the silent "e" rule: Face, make, date	Restate silent "e" rule with long "a", Have student match long "a" pictures with words on ditto.	Good+	93%		
Friday	Have student make up 10 long "a" words using silent "e" and write them on board with Teacher help.	Have student fill in words on board with long "a : m_ke f_ce d_te	Good		89%	

Fig. 10.13

JOINT LESSON PLAN # 3

acher: ______________________ Students: ______________________

Subject: ______________________ ______________________

Grade: ______________________ Date beginning: ______________________

Learning Objectives:

	General Education	Special Education
Assignment		
Materials		
Evaluation		
Revision		

FORM 10.14

JOINT LESSON PLAN # 3
(EXAMPLE)

eacher: Sue Statton
Students: Sammy Lee
Vivian Trammel
Subject: Reading
Grade: 3RD
Date beginning: 4-4-80

Learning Objectives:
Learn the long "a" sound with silent "e" at the end of word with 95% accuracy.

	General Education	Special Education
Assignment	Introduce "long a" using listening skills, then writing "a" in appropriate words which illustrate the use of the long a -silent e rule.	Reinforce long a -silent e rule emphasizing visual-auditory and psychomotor combined approach.
Materials	1. 100 Peabody picture cards on long a sound 2. Book 3 in reading series 3. Word lists	1. Language master and cards 2. large white paper 3. word lists 4. matching dittos 5. fill-in dittos
Evaluation	Auditory recognition of long a sound - 100% Oral reading of paragraph containing 20 "-a-e" words - 12 correct	
Revision	Homework: one page of long "a" reinforcement each night from Workbook II.	10 minutes/day on language master - long a discrimination Word list test each week until 95% accuracy

Fig. 10.15

GRADING SYSTEMS

As more and more general education teachers receive special education students, the concern about how to grade these students grows. This concern is raised by general educators worried about a dual grading standard which discriminates against regular students. It is also a concern voiced by special educators worried about deflating the special student's initiative. And it is a concern of parents, worried about accurate but compassionate feedback on their youngster's educational progress.

In a mainstreaming model, however, the basic philosophy of grading, as utilized by both special and general educator, must be reviewed and clearly established. Specific approaches must be agreed to by everyone involved. In order to facilitate this process, the following questions should be discussed prior to the student's integration into the mainstream:

1. How far should a general educator go to modify course requirements for special students?
2. What optional grading systems are available and workable?
3. Can the district's or building's grading system be modified?
4. Who should supply the report card grades for students shared by special and general education?

If the answers to these questions are mutually agreeable to administrators, teachers, parents and students, there will be no real concerns. However, some degree of conflict is generally present.

This part of the chapter is designed to explore the grading controversy and to offer some practical solutions. Grades are discussed as both feedback for class assignments and as feedback on report cards.

Grades are generally acknowledged to be visual symbols teachers use to indicate the quality or quantity of student's output. Some teachers have clear-cut, objective systems established which match the percentages of the assignment correct or completed with grades for tests or report cards. Other teachers use the subjective approach, grading on the quality of the assignment. Still others use a combination or give no grades at all except for a final exam. In all cases, grading is an anxiety raising experience for many students and particularly for students who are slower learners and for their parents.

All students are entitled to some type of feedback indicating their level of achievement. And, in fact, grading students' progress is a teacher responsibility. The trick is for teachers to acknowledge this responsibility and to secure the highest level of functioning from the student, thus assuring the student of receiving the best grades possible.

Grade Assessment Form

One method to ensure that students have the best opportunity to achieve at their highest level is to develop clearly understood requirements for the course. General educators should determine what is expected of the special student who wishes to earn a passing or above average grade. In some cases, these expectations should be written down to eliminate confusion that may arise as time passes. The Grade Assessment form that follows, is an example that may prove helpful. See Form 10.16. Examples are included in Figures 10.17, 10.18, 10.19, and 10.20.

The special educator helps general educators complete the grade assessment form for students mainstreamed into their classes. This information forms the basis for lesson plans (tutorial) in the special education class. The emphasis is on direct support to students in their attempts to succeed in regular classes.

GRADE ASSESSMENT FORM

Please complete this form so that I can make a contract with you and

____________________ concerning the amount of work necessary to pass your
(student's name)
class in ____________________.
(subject area)

What must be done to earn an Excellent (A)? (Please be specific concerning books to be covered, skills needed, projects to be completed, etc.)

What must be done to earn Above Average (B)?

What must be done to earn Satisfactory (C)?

Form 10.16

GRADE ASSESSMENT FORM
(EXAMPLE)

Please complete this form so that I can make a contract with you and

__John Jones__ concerning the amount of work necessary to pass your
(student's name)

class in __3rd grade math__.
(subject area)

What must be done to earn an Excellent (A)? (Please be specific concerning books to be covered, skills needed, projects to be completed, etc.)

1. Demonstrate knowledge of the 6, 7, 8, 9 multiplication tables by passing weekly tests with 90% accuracy.
2. Demonstrate ability to multiply single digits by single digits with 90% accuracy.
3. Demonstrate ability to multiply two digits by a single digit without carrying at 90% accuracy.

What must be done to earn Above Average (B)?

all of the above at 80% accuracy.

What must be done to earn Satisfactory (C)?

All of the above at 70% accuracy.

Fig. 10.17

GRADE ASSESSMENT FORM
(EXAMPLE)

Please complete this form so that I can make a contract with you and Larry Brown concerning the amount of work necessary to pass your
(student's name)
class in 5th grade Social Studies.
(subject area)

What must be done to earn an Excellent (A)? (Please be specific concerning books to be covered, skills needed, projects to be completed, etc.)

1. Recognize and name from a map 45-50 states and their capitals.
2. Complete an approved project about one state (model, drawings research paper, play, etc.)
3. List 25 important facts about any one state.

What must be done to earn Above Average (B)?

1. Recognize and name from a map 40-45 states and their capitals.
2. as above
3. List 15-24 important facts about any one state

What must be done to earn Satisfactory (C)?

1. Recognize and name 35-40 states as above.
2. as above
3. List 5-14 important facts about any one state

Fig. 10.18

GRADE ASSESMENT FORM

(EXAMPLE)

Please complete this form so that I can make a contract with you and Jane Doe (student's name) concerning the amount of work necessary to pass your class in 8th grade drafting (subject area).

What must be done to earn an Excellent (A)? (Please be specific concerning books to be covered, skills needed, projects to be completed, etc.)

1. Demonstrate knowledge of measurement using a ruler.
2. Duplicate drawings to scale using ruler on weekly tests.
3. Demonstrates ability to draw real objects to scale on weekly assignments.

All to 95% accuracy.

What must be done to earn Above Average (B)?

Same as A at 90% accuracy.

What must be done to earn Satisfactory (C)?

Same as A at 85% accuracy.

Fig. 10.19

GRADE ASSESSMENT FORM
(EXAMPLE)

Please complete this form so that I can make a contract with you and Jane Smith concerning the amount of work necessary to pass your
(student's name)
class in 1st grade pre reading.
(subject area)

What must be done to earn an Excellent (A)? (Please be specific concerning books to be covered, skills needed, projects to be completed, etc.)

1. Identify all letters of the alphabet.
2. Give sound(s) of all letters
3. Blend c-v-c combinations to make 25-30 words.
4. Recognize words in 3 on flashcards.
5. Recognize words in 3 in context in a pre-primer.

What must be done to earn Above Average (B)?

All of A for 15-25 words.

What must be done to earn Satisfactory (C)?

All of A for 10-15 words.

Fig. 10.20

GRADE CONTRACTS

Once the teachers develop an educational plan that extracts the greatest possible output from the handicapped student, the groundwork for a grade contract is laid. The teachers can then discuss what each expects the handicapped student to achieve. Such a discussion should result in an agreement as to what is required in order to receive an "A", "B", "C" grade for the class. In this setup, requirements are specified exactly. They include exactly what a student must do to receive an A or an excellent grade, a B or a C grade. It should specify both the quality or quantity of the output. Once the actual requirements have been determined, the student and teachers may wish to sign a contract. A Grade Contract sample form (Form 10.21) appears on the next page, followed by completed examples (Figures 10.22-10.25).

The key to the success of the grade contract is that students compete for a grade against themselves and their own capabilities. They are appropriately reinforced by the teacher for the amount of output, as is the regular class student who has normal potential.

Because handicapped students often do not have a good grasp of what is expected of them, the specificity of these expectations is an advantage that they usually do not have. This specificity will help to make them better students.

NOTE:

In some cases, the importance of actually signing such a contract, can not be stressed enough. Students and teachers frequently forget verbal agreements and this results in confusion and frustration. Many teachers erroneously feel that contracting is unnecessary and even childish. Others fear anything that requires signing their names.

It becomes the special educator's responsibility to handle this situation with understanding and tact, respecting the general educator's skills and needs. If a written contract is necessary because verbal agreements have been ineffective, the grading system may need to become part of the student's formal individual education plan.

GRADE CONTRACT

In order to obtain the objectives you outlined in the Grade Assessment Form, ______________________ and I have discussed what he/she is capable of
(student's name)
achieving during this marking period. He/She has an understanding of how much work is required to obtained each objective.

Specifically, in order to obtain the grade circled, ______________________
(student's name)
will perform the following:

A:

B:

C:

It is important that we all agree to this contract. It is understood that the evaluation of these goals, and the grade given, will be directly related to the output of work stated in the A, B and C conditions.

______________________(Student)

______________________ (Teacher)

______________________ (Teacher)

Form 10.21

GRADE CONTRACT
(EXAMPLES)

In order to obtain the objectives you outlined in the Grade Assessment Form, Larry Brown (student's name) and I have discussed what he/she is capable of achieving during this marking period. He/She has an understanding of how much work is required to obtained each objective.

Specifically, in order to obtain the grade circled, Larry (student's name) will perform the following:

A: Demonstrate knowledge of the 6, 7, 8 and 9 multiplication tables.

B: Multiply single digit problems (20 out of 25)

C: Multiply two digits by one digit without carrying (80%).

It is important that we all agree to this contract. It is understood that the evaluation of these goals, and the grade given, will be directly related to the output of work stated in the A, B and C conditions.

Larry Brown (Student)

Sara Teasley (Teacher)

Martha Ann Allen (Teacher)

Fig. 10.22

GRADE CONTRACT
(EXAMPLE)

In order to obtain the objectives you outlined in the Grade Assessment Form, John Jones (student's name) and I have discussed what he/she is capable of achieving during this marking period. He/She has an understanding of how much work is required to obtained each objective.

Specifically, in order to obtain the grade circled, John (student's name) will perform the following:

A: Identify 35 states from their configurations, naming the capital.

B: Complete an approved project on Hawaii.

C: Name five natural resources of both Hawaii and Michigan.

It is important that we all agree to this contract. It is understood that the evaluation of these goals, and the grade given, will be directly related to the output of work stated in the A, B and C conditions.

John Jones (Student)

Trudy Anthony (Teacher)

Susan Stemmer (Teacher)

Fig. 10.23

GRADE CONTRACT
(EXAMPLE)

In order to obtain the objectives you outlined in the Grade Assessment Form, Jane Smith (student's name) and I have discussed what he/she is capable of achieving during this marking period. He/She has an understanding of how much work is required to obtained each objective.

Specifically, in order to obtain the grade circled, Jane (student's name) will perform the following:

A: Name all alphabet letters from flash cards.
Give sound(s) for each letter.

B: Blend CVC into 25 words and pronounce

C: Read these words in context in the preprimer

It is important that we all agree to this contract. It is understood that the evaluation of these goals, and the grade given, will be directly related to the output of work stated in the A, B and C conditions.

Jane (Student)

Rita Rowley (Teacher)

Theresa Bennett (Teacher)

Fig. 10.24

GRADE CONTRACT
(EXAMPLE)

In order to obtain the objectives you outlined in the Grade Assessment Form, Jane Doe (student's name) and I have discussed what he/she is capable of achieving during this marking period. He/She has an understanding of how much work is required to obtained each objective.

Specifically, in order to obtain the grade circled, Jane (student's name) will perform the following:

- in drafting class

A: Pass weekly tests on use of rules at 90% accuracy.

B: Duplicate weekly drawing at 90% accuracy.

C: Draw five real objects to scale, each at 90% accuracy.

It is important that we all agree to this contract. It is understood that the evaluation of these goals, and the grade given, will be directly related to the output of work stated in the A, B and C conditions.

Jane Doe (Student)

Wilma Sharp (Teacher)

Madison Colley (Teacher)

Fig. 10.25

ALTERNATIVE GRADING

Providing special education students with fair and accurate grades for work completed in mainstreamed classes can also be handled through adoption of an alternative grading system. Such a system requires that both general and special educators discuss all available grading options. Agreement upon one option will be insured only if all options are considered. Agreement is crucial for both teachers.ers.

The general educator will be aided by such an agreement because it will eliminate all of the uncertainty surrounding grading students who do not fit into the general education mode. Some general educators are concerned that grades are a direct reflection upon themselves and that any deviatin from rigid grading patterns opens them up to criticism. This attitude is prevalent among some secondary educators who function within tightly structured subject area departments such as the English or Social Studies departments. Other general educators believe that grades indicate to future employers the actual level of a student's accomplishment within courses such as Auto Mechanics or Journalism.

> Within such departments, educators function in a "stepping stone" pattern with one class set up as the foundation for the old class. Those general educators who fail to successfully prepare students for the next class in the sequence, are frequently considered failures by their departments.

In actuality, high school grades are the third or fourth item employers consider when seeking data on students for job placement purposes. Still other educators mark on a predetermined curve - simulating college level grading. Unfortunately, such a system almost always unfairly discriminates against those who are handicapped.

The special educator will be assisted by a grading agreement because it builds in a system of communication with the general educator. Such communication systems permit special education to share its expertise and to blend with the knowledge and abilities of general education. As the need grows for special education's expertise, changes will gradually occur in approaches toward educating mainstreamed students and may even extend (if truly beneficial) to the general education population.

In the case of adoption of a grading alternative for special students the special students will benefit in almost all cases. Because handicapped students' skills are physically, mentally or emotionally limited, they will undoubtedly experience difficulty competing with "normal" students. The only fair solution is to individualize the grading system so that such students are competing against themselves. In this way, teachers can correctly measure the degree of output or energy the student expends in a given class.

The grade on the student's task, projects or report cards are a true mirror of their progress - one that they can clearly understand. Individualized grading, therefore, is a method of encouraging students to work at their highest level of capacity, while not discouraging or frustrating them because of their handicaps.

One of the advantages to the alternative grading system is that it offers the general educator a variety of options. From these they can choose one approach for use with their mainstreaming students. Teachers may choose an option that is responsive to both their needs and to those of their students or an option that is responsive to their particular needs alone. Furthermore, by suggesting alternatives, the special educator is merely presenting and explaining options. The general educator however, is the one who makes the decisions, not the special educator.

Since these alternatives range from the general educator grading the student entirely to the special educator grading the student entirely, all options are included. The system in no way impedes, nor does it interfere with the general educator's freedom of choice. It merely specifies objectively those alternatives which are available within most school systems. It does, however, strongly suggest that general educators consider and choose grading alternatives.

With the advent of mainstreaming, a new variable was introduced into education. Handicapped students are no longer isolated as they had been for the past twenty years. Instead, we have a situation where two teachers, a special education teacher and a general educator are responsible for the student. This new balance must be also reflected in the feedback system (grading) to the student and parent. The special education student's situation is such that he/she is receiving feedback from both general and special education. But if the grading system is based on only one teacher, as opposed to a combined effort of both teachers, the student is receiving data that might possibly be accurate. As a result of this, he/she may misjudge how to respond to the social system (school). For example, if the feedback from the general educator is that the student is not satisfying the objectives for that class, but the feedback from the special education teacher is that he/she is doing well, this confusion could lead the student to an erroneous conclusion concerning his/her skills. Thus, in a system where there is a balance between both teachers, the student should benefit. Such a system **requires** the special educator to communicate directly with the general educator and induces an appropriate response from the general educator. This combined effort should provide the student with a realistic assessment of his/her skills.

Another reason for using an adjusted grading system is that the mainstreamed handicapped student should receive the same feedback in terms of letter grades that regular classroom students receive. The concept of mainstreaming originated in an attempt to erase from the handicapped student's mind the idea that he/she is different from other students. For example, if special students are graded on a pass-fail basis (S-U) rather than a gradient basis (A,B,C,D,E), they soon realize that they are different from other students. This encourages their "specialness". By offering the grading system described in this chapter, the special education student can be put on the same grading system as other students and by providing various options, the general educator should be able to find a grading option that is satisfactory.

Finally, it must be emphasized that whatever grading system is used, its value is in its feedback potential. Feedback should be designed to reflect the students' capabilities, while not discouraging them beyond repair. If handicapped students are judged strictly in relation to students without handicaps, they will most likely fail. Graded on a curve such students will almost always come out last, providing them with inaccurate information. This, however, is unnecessary. It is quite possible to develop a feedback system which emphasizes student's strengths, thus allowing them to be judged on the expected outcome for their ability levels. For example, a physically handicapped student will probably not be a football player, yet there are many tasks with physical requirements in which they can engage. By using a grading system with a variety of options, feedback to students can reflect their difference from other students, yet not discourage them from wanting to learn.

The following pages present six grading options for consideration by special and general educators. All are viable options; however, those options which emphasize individuality of grading are preferred.

A - General Educator Controlled Contract

A general educator controlled contract is an agreement between the general and special educators to have the general educator grade the student according to the predetermined outline. The special education teacher's only function **in this contract** is to provide tutoring to assist the student in mastering the objectives. If the general educator is unwilling to modify the grading system, all interventions cease,

This type of contract must be offered to general educators because many honestly feel that all students must be graded within the structure of a class unit, as opposed to an individual unit. In some cases, these may be the appropriate choice. For special educators to ignore the teacher's opinion in this matter is overstepping the boundaries of special education. By acknowledging the validity of the teacher's decision in this contract, however, the special educator may gain some influence, which may be of benefit to the mainstreamed student.

This contract should be used when the general educator is not ready to handle other options. Once this decision is made, the special educator should review the options available within the special education program. In some cases, tutoring the student using the general education objectives is most appropriate. In other cases, rewriting the general education material or taping the reading material may be a better choice. In any case, even if the general educator chooses to grade the student exclusively, the special educator can still provide assistance to the student in an attempt to help the student achieve success in the mainstream.

B - Daily-Weekly Grade Contract

In this contract the general education teacher agrees to mark the student on a daily/weekly basis, with each grade being equal to any other daily/weekly grade. Thus, if we used the daily contract (which is preferable), a student is marked on his/her contributions to class, in-class work, out-of-class work,etc. on the day that it occurs. Thus, a test or project completed on Monday, is just as important as a class discussion or movie interaction on Tuesday. Grades A-E are assigned a point value of 1-5, and at the end of the marking period are added up and divided by the number of days. The result is a grade which accurately reflects the student's effort.

This contract gives equal weight to class interaction, tests, papers, etc. thus giving each student an opportunity to be graded on his/her strengths rather than weaknesses. Thus, a student who works hard will have a chance at a "good" grade. On the other hand, because he/she is unlikely to excel on written tests, term papers, written projects and occasional daily work assignments, he/she will probable not be able to obtain the top grades.

This contract is good for use in secondary school situations, particularly when a general educator is unable to modify the course curriculum to any great extent.

C - Mid-Marking Agreements

This contract is an agreement between the teachers that they will share equal responsibility for the student's grade, based upon their unique perceptions of the student's progress in their own classrooms. At the end of a marking period, each will discuss their grade and their rationale for it. They will then come to a mutual agreement based on their two positions (if appropriate). If no agreement can be reached, they will evenly split the difference beteen their positions.

This agreement is an attempt to bring a negotiated settlement between both teachers who frequently possess different biases about grading. Each influences the other, and the student gains by the mutual growth and understanding that takes place. This instrument should be used frequently by teachers who can compromise. It involves the least time committment, and little nuisance work, which is to everyone's benefit.

D - Joint Contract

The joint contract is an attempt by both teachers to work out a mutually acceptable program for the student. The student's grade is based on the amount of work expected of other students, but ability level is also taken into consideration. The special educator asks the general educator to share the course outline to be used that marking period. Then the special educator modifies the content of the program to fit the student's ability level, thus individualizing the program. Student grades are then given on the basis of work output, as rewards which are ability-level determined.

This contract is an attempt to individualize programs based on an agreement between teachers to take into account the student's ability level. Thus, a high amount of learning is encouraged because the student is competing against himself/herself. The joint contract is appropriate in any situation where a teacher wants to individualize a program for a student, but is unaware of how to go about it. It provides a good opportunity for the special educator to train an interested general educator in individualizing instruction. However, this type of contract can be quite time consuming for both the teachers.

Teachers who wish to participate in the joint lesson plan contract, may find it helpful to use the Grade Contract (see Form 10.21). This format requires that the teachers and student specify in writing what the requirements are for passing grades in the general education class. Writing the requirements but in a contract format, eliminates confusion later in the marking period, when time may cause problems with recalling the previous agreement.

E - Behavioral Objective Plus Scattergram

This type of contract is the most involved of all, providing the general educator with both information about class and an individualized program for the special student. It is gathered, a scattergram which is a combination of the achievement test and an I.Q. test, is prepared. The scattergram graphically demonstrates each student's range of abilities in relation to the total class. Based on this information, the teachers can develop behavioral objectives for individuals or groups of similar levels within the classroom. The attainment of these behavioral objectives then forms the basis for the student's grades.

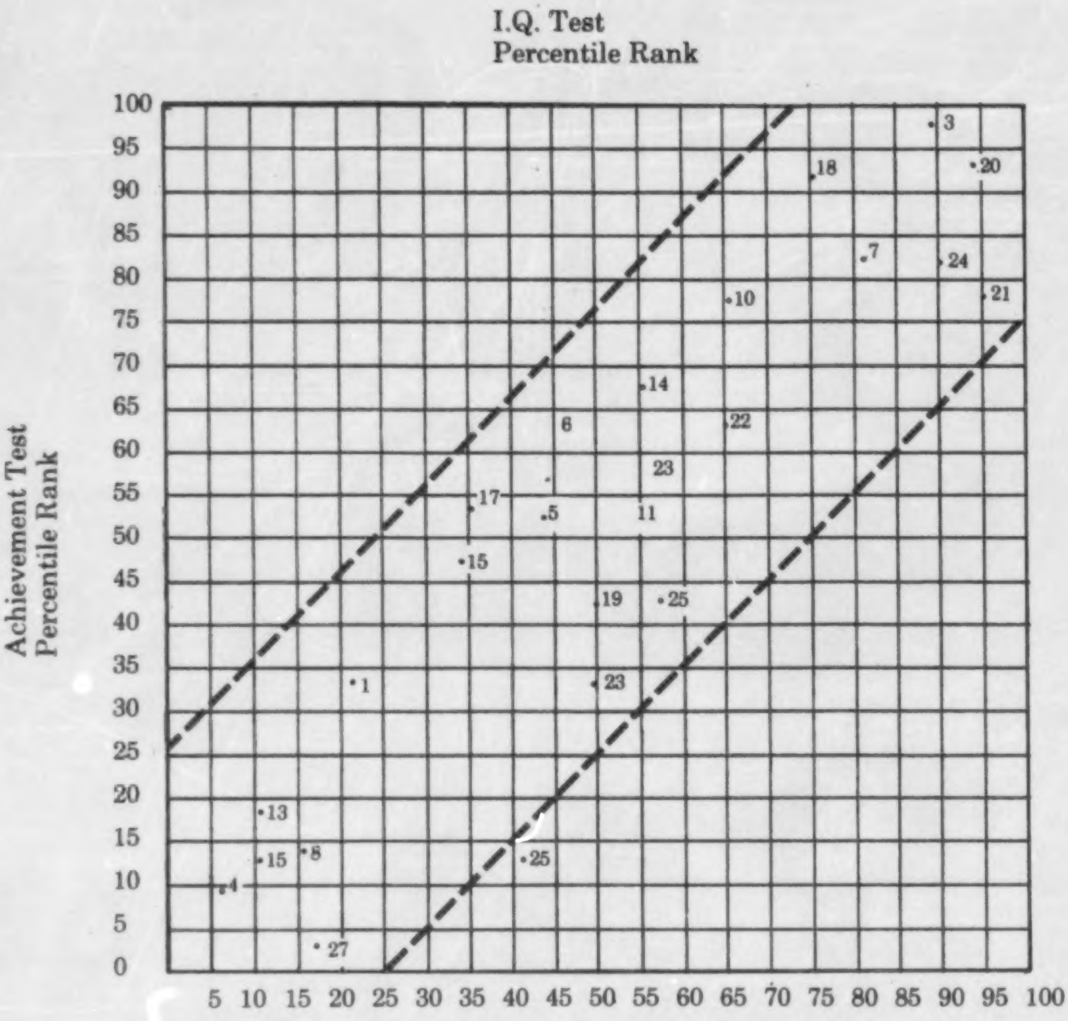
behavioral objectives for individuals or groups of similar levels within the classroom. The attainment of these behavioral objectives then forms the basis for the student's grades.

In some cases intelligence scores are not available. When that occurs, the special educator may consider using other scores usually available to the general educator. These may include scores from district basic skill tests in math and reading or other achievement test scores such as those generated by the Iowa Test of Basic Skills, the Stanford Achievement Test, the California Achievement Test. Standard scores from such diagnostic tests as the Key Math and the Woodcock Reading Tests may also be used. Standard scores are generally equivalent to scores on intelligence tests.

The rationale for using this elaborate system is that it introduces the general educator to the wide range of achievement levels within any particular class. However the amount of time and effort needed to administer and score the tests is extensive. The understanding the general educator receives about the wide range of scores within her classroom may be worth it. Certainly, the behavioral objective system is worth the time since it maximizes the students' skills.

This system is most appropriate when a comprehensive approach is required but, because of the time involved initially, it can be very difficult to find teachers interested in this type of involvement.

STUDENT SURVEY



Scattergram showing the range of score for 29 students in a sample classroom.

F - Special Educator Controlled Contract

This grading system represents the special educator's exclusive input into the grades given the special student regardless of the amount of time in general education. The grade given by the special educator is individually determined based on one of the four previously mentioned systems (B-E).

There are two reasons for using this type of grading system. Sometimes the general educator simply feels that he/she has no known guidelines for grading a handicapped student and, therefore, requests that the special educator assume this responsibility. A second reason is placement of the student full time in the special education room for a particular class (i.e. English, History, Social Studies, etc.)

In the first case, the special educator should work to train the general educator to assume the responsibility for grading. In the second case, the special educator should work to prepare the student for mainstreaming in that course.

We have just presented the rationale for a grading system and six different types of methods that may be used in grading the handicapped student. We realize that this is just a sampling of the many methods that could meet the needs of both the students and teacher. It is hoped that this presentation will aid the general educator in selecting a grading system suitable for their needs and the special educator with ideas to suggest to the general educator.

CHAPTER 11 OUTLINE: Prevocational and Vocational Education

Personal Adjustment and Career Exploration 262
  Elementary Level 262
  Secondary Level 263
Prevocational Training 264
  Prevocational assessment 264
  Junior high level 264
Prevocational Education 266
  Junior high level 266
  Senior high level 268
  A sample program 269
Vocational Training 269
Vocational Assessment 269
Vocational Education 270

PREVOCATIONAL AND VOCATIONAL EDUCATION

The goal of special education is to ultimately produce, whenever possible, self sufficient, productive citizens, capable of earning a living and contributing to society. Because of the implications of this philosophy, this chapter will explore prevocational and vocational training for special education students including assessment, curriculum and programming.

Although the federal law refers only to vocational education, some state laws subdivide the topic into personal adjustment, prevocational and vocational training. The assumption is that with some students, achievement of the first is necessary before the second and so on in a developmental sequence. The accuracy of this concept will be left to the reader to decide.

Personal adjustment and career exploration are those parts of the vocational curriculum which teaches students to deal with their handicaps and familiarize them with the world of work. Included are the use of prosthetic devices, mobility training, personal health habits, activities of daily living, proper personal appearance and work attitudes. This curriculum may also include techniques to increase work tolerance if the students are viewed as potentially employable. The goal of the personal adjustment phase is to orient students toward the world of work, where appropriate, and to assist them in gaining self sufficiency, even if they are unable to be productively employed.

The prevocational education curriculum includes basic employability skills such as knowledge of basic tools, how to find and secure employment, and how to interact appropriately with supervisors and fellow employees. In many cases specific behavioral objectives are included to produce students who can be successfully employed. The emphasis is not on specific vocational skills but instead on those traits, attitudes and behaviors which are even more critical.

It is in the vocational training curriculum that we find goals and objectives commonly considered necessary in order to train students for a specific occupation. Gainful employment is the assumed goal.

Some special education students will not need or desire vocational education but those who are not planning to continue their education will. Therefore, a continuum of vocational special education programs including personal adjustment, prevocational and vocational training programs should be available. The location of the school district (rural vs. urban) and the amount of vocational training programs available in general education are two factors which affect this continuum. Other variables include the size of the district, philosophy of the community toward vocational and special education, and staff expertise, interest and concern.

For example, some rural districts do not support vocational education. Therefore, they have no area vocational centers and little vocational training in the high schools. Obviously, this narrows the vocational training options for special students and, in some cases, results in special education supplying all the vocational training needed.

In other areas, school districts are located near major industrial areas. Public transportation is available along with numerous potential employers. Vocational education receives community support wich is philosophically supported by tax dollars. What results in such instances, is large sophisticated area vocational centers offering students numerous training options, a wide variety of vocational programs within the local high schools and a career placement service designed to assist students find employment after graduation.

In such a situation, special education can develop a full continuum for vocational training, utilizing what is already available and improvising other options needed. Figure 11.1 demonstrates what one such continuum looks like. Various modifications of this continuum can be expected and it becomes the special educator's task to make the most efficient use of what is actually available in the local district while including other agency services such as Bureau of Rehabilitation and Community Mental Health.

The IEP meeting is the natural forum for identifying those students who need vocational programs and objectives which must be met in order to achieve successful employability. Districts are beginning to find vocational evaluation data to be most helpful at vocational IEPs. Such assessment generally pinpoints students' vocational interests, and needs, and as patterns of strengths and weaknesses merge, modification of curriculum can also be initiated. The overall result can be a viable, always-changing continuum which uniquely meets the needs of those special education students enrolled in the vocational sequence of study.

The following sections of this chapter present suggestions for each of the curriculum areas noted. They are further divided into activities for elementary and secondary levels. For more indepth information on the vocational curriculum, the reader is referred to *The Curriculum Guide for Secondary Special Education Students* by Morris Frommer.

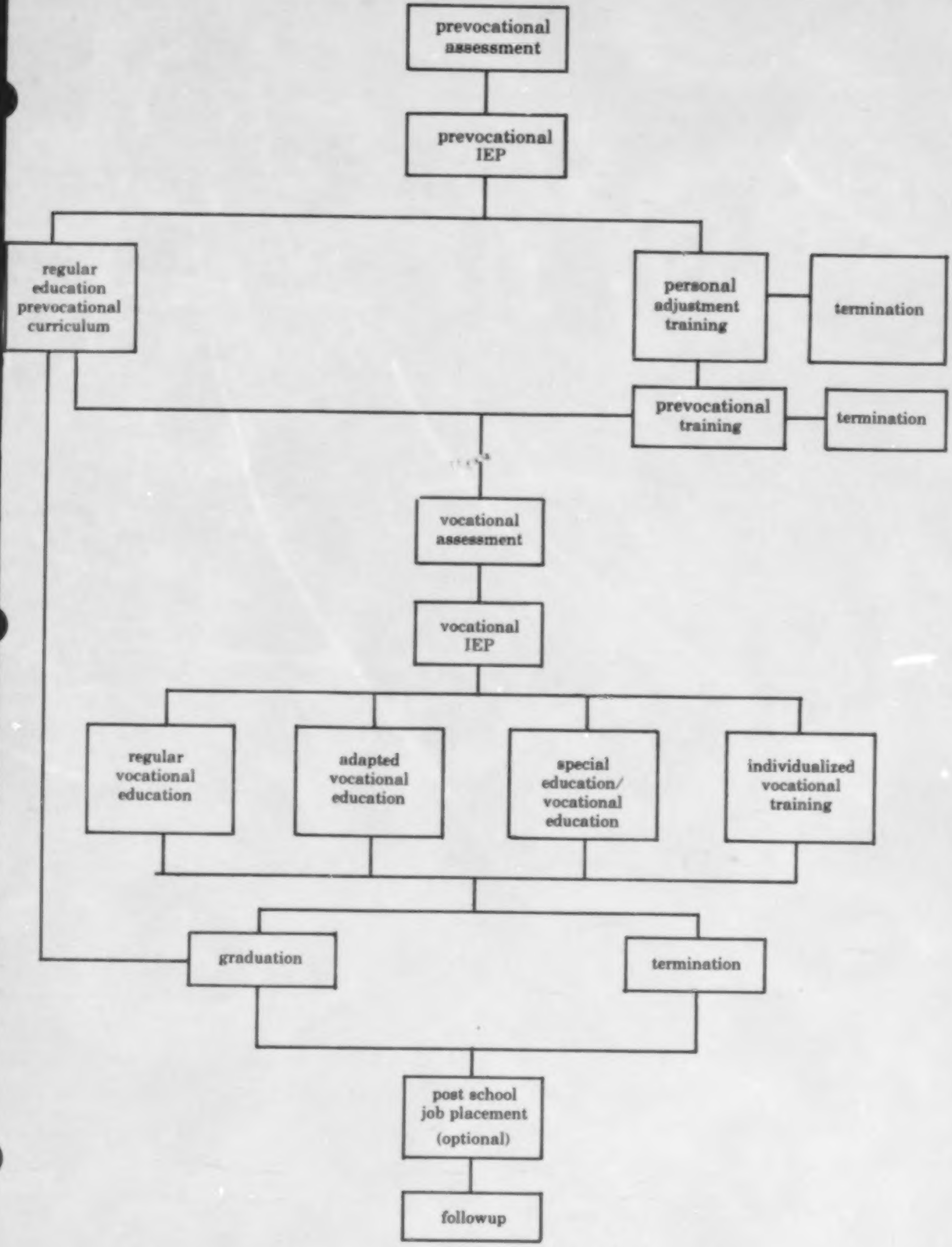

prevocational assessment
prevocational IEP
regular education prevocational curriculum
personal adjustment training
termination
prevocational training
termination
vocational assessment
vocational IEP
regular vocational education
adapted vocational education
special education/ vocational education
individualized vocational training
graduation
termination
post school job placement (optional)
followup

Fig. 11.1

PERSONAL ADJUSTMENT AND CAREER EXPLORATION

Special education students who are mainstreamed for part of the day are generally exposed to career exploration activities in their regular classes. Students in self-contained classes, however, will require age- and interest-appropriate activities from the special educator. In such cases, teachers can improvise using what is available modifying it to fit the student's unique mental, physical and emotional needs.

Activities can include:

1. having parents meet with the class to discuss and demonstrate their jobs
2. taking field trips to various work sites
3. sponsoring a career day
4. touring the school to identify various jobs and to view workers at work
5. having the occupational therapist teach a unit on careers to the physically handicapped and then explore with them the types of physical modifications which will be needed if students choose certain careers.

For students who are expected to follow a vocational sequence, personal adjustment activities should be built into the IEP. The following are activities which can begin even at the elementary level.

Personal Adjustment: Elementary

1. train students in the use of their physical aids such as wheel chairs, canes, hearing aids, braille writers.

   Ex. Have visually impaired students learn the physical layout of the school by walking through it with the teacher, then with a friend and finally alone until the physical layout is memorized.

2. teach students to adapt to their handicaps in the world around them including school,bus, home, shopping center, restaurant, etc.

   Ex. Take physically handicapped students to the shopping area to shop and eat. Have them learn which barriers they can handle and which they should avoid.

3. help students to compensate for their learning disabilities by teaching them to emphasize their strengths while remediating their weakness.

   Ex. Train students with auditory memory problems to take notes during lectures and to recreate the lecture from their notes.

4. assist students in learning basic survival skills such as cooking, washing, laundry, baking, traveling, and leisure time activities

   Ex. Take students on a walking tour of the neighborhood and have them study all the street signs. Followup with a classroom lesson on the meaning and importance of the signs.

5. train students in the basic social skills such as how to play independently, with one other student, with a small group and with a large group—first under supervision and then without supervision

   Ex. Set up a series of puzzles for students to solve starting with each student working on their own easy puzzle. When student appears able to work successfully at that level, gradually introduce more difficult puzzles involving more students. Eventually withdraw all supervision to see if students can function together without adult support.

6. teach students personal hygiene and care including when and where to get their haircut, how to clean themselves, how to care for their personal clothing, what to do when they are ill.

   Ex. have a hair cutting, styling and washing demonstration by a local barber and beautician.

Personal Adjustment: Secondary

Students who are more seriously handicapped may never progress past the level of personal adjustment training. These students include those whose abilities are so limited that independent living either at home or in a group setting is projected as highest level functioning.

In such cases, emphasis on activities of daily living will be important in order for them to reach the goal of adult independent living. The following activities are suggested.

1. all activities outlined under the elementary school section with appropriate modification for higher levels of functioning and chronological age.
2. place special emphasis of social skills such as sharing materials and chores, understanding the feelings of others and good manners.

   Ex. Set up situations were students are introduced to newcomers and where they have to introduce themselves properly.
3. explore with the physically handicapped the realities of accessibility in the world outside of school

   Ex. Have students learn how to secure transportation such as barrier free buses, specially modified taxis, special license plates for private automobiles, and the location of handicapped parking spots.
4. assist students and parents to find physicians and dentists who feel comfortable treating the mentally impaired.

   Ex. Have parent groups (include older students) deal with issues such as medicaid, social security benefits, guardianship, obesity and invite local physicians, public health nurses and dentists, who treat the handicapped, to interact with the group.
5. teach students to care for their daily needs including eating, cleaning, occupying their leisure time.

   Ex. Establish a classroom which resembles several areas of a home (living room, bathroom, kitchen, bedroom) and train students to get up in the morning, dress, make the bed, toilet themselves, make breakfast, etc.

PREVOCATIONAL TRAINING

Some school systems begin differentiating special education students who can complete general education requirements from those who need a special education curriculum at the middle or junior high school level. A Prevocational assessment program is generally used as an integral part of the decision making procedure. Those students who can meet general education requirements with or without adaptation, can graduate under the district's regular credit requirements. Special education students who need a special vocational curriculum or individualized vocational training may graduate or may be terminated when special goals are met. These students should have prevocational and vocational training commensurate with their abilities and needs.

Prevocational Assessment

Prevocational assessment can be as simple as some cursory interest surveys along with an educational evaluation or it may be as complete as an 8 or 9 week evaluation in a special assessment lab. If the survey approach is used, teachers or team members may administer the instruments as part of a career exploration unit. If the extended evaluation approach is used, a vocational evaluator, a variety of sophisticated evaluation systems and sites and a curriculum need to be available.

It is this latter model which offers a variety of possibilities for prevocational curriculum while yielding extremely valuable data on the student. In both examples and any modification of these assessment options, prevocational data should be used for planning appropriate vocational goals for the students involved.

Junior High Level

When an organized pre-vocational assessment program is not available for special educators to use, teachers can still accomplish some of the same results by:

1. developing a working knowledge of the more common interest surveys and using them when planning the student's annual prevocational goals. A simple system for assisting students to identify their interests is to use:
    a. a wide selection of pictures portraying various occupations used as stimulus for discussions of various jobs.
    b. visitations from a variety of employees and employers who discuss their jobs.
    c. field-trips to various work sites to identify workers skills.

Activities such as these, followed by small group or even individual discussions will assist students in increasing their awareness of a wide variety of jobs, the skills needed to perform them and their long range possibilities. This, in turn, will help students identify which areas are of most interest to them.

2. working with team members to integrate educational data (reading scores, math scores, visual perception deficits, etc.) with vocational interest data. When **all** data is coordinated, including students vocational interests, a curriculum plan can be developed which concentrates on the skills students will need to achieve those vocations identified as likely possibilities for the students.

   Ex. Students who have fine motor strengths and are interested in fashion can be introduced to the skills needed in sewing, color coordination of clothing, sketching of fashion designs.

3. placing a student in a variety of employment sites (situational assessment) in order to ascertain their interests generally results in very valuable data. Some districts hae contracts with farms, garages, or motels for the use of a variety of work sites. Other districts have vocational centers. Trial placements of students on selected sites can result in the most effective prevocational assessment data.

For districts which have more formally established prevocational assessment programs, all of the above mentioned techniques can be utilized along with some very sophisticated work samples and other commercially prepared kits. Teachers who refer students for this level of assesment should be prepared to:

a. define very specific questions for the assessor to answer
b. following the assessment by modifying their prevocatonal curriculum based on the assessor's data about the student's needs and interests.

A typical referral form for prevocational assessment is presented in form 11.2.

The caution which must be exercised with prevocational assessment is that very few students in the 12-16 year old range have highly defined vocational interests. It is the special education teacher's responsibility to help these students realize their long range needs, develop an awareness of a variety of vocations, understand their own strengths and weaknesses and to eventually decide on a vocational area in which they are capable of success. Intermixed with all of this is an individually designed prevocational curriculum.

PREVOCATIONAL EDUCATION

Once some initial data is gathered on students who will follow a vocational education sequence, the prevocational curriculum can be established. Such a curriculum should be aimed at preparing the students to achieve success in their vocational programs and to gainful employment after graduation or termination.

Prevocational education can be as academic as instruction in reading, math skills and social skills required by the vocational instructor. For example, students who wish to enter classes in office work will need to know the alphabet sequence for filing, will need to be able to follow 5 or 6 steps in sequence in order to collate or run a mimeograph machine and will need to know telephone protocol in order to act as a receptionist.

Or prevocational education may be as technical as knowledge of latest tools, gauges and measurement systems required by the vocational instructor. For example, students who wish to be successful in small engine repair will be expected to know the names of the tools, and what they are used for, and have a working knowledge of the metric system. With such basic information, they can then begin their vocational education.

Because special education students learn differently than general education students, it is the special educator's job in prevocational education to prepare students for the vocational classes. This requires them to learn the basic vocational requirements first.

Junior High Level

The following suggestions are offered to help junior high teachers establish or modify prevocational curriculum,

1. be aware of the skills needed to be successful in the general education prevocational elective courses. Spend time with those teachers to find out what their expectations are for students to succeed, what program goals/objectives they have and what is necessary to assure the standards of safety that they must follow.

   Ex. Students interested in woodshop may be introduced to some of the basic tools, metric measurements, vocabulary and dafety requirements through mini units in the prevocational curriculum prior to their entry into the vocational course. This pre-teaching assures them of some initial comfort in the more technical class and easess the vocational teacher's initial anxiety about the student.

2. have you prevocational assessor (if you are fortunate enough to have one) observe your class. Ask the assessor to explain the process for assessing interest levels and learn how to administer such inventories. If you assessor evaluates students in a separate facility, spend time observing the process. Ask questions. Find out what thee assessor is looking for. Learn how to ask the right kinds of questions on the referral form (Form 11.2). Have the assessor explain his/her results and recommendations and ask for assistance in changing your curriculum to fit the student's needs and identified in the assessment.

   For example:

   The assessor may note a problem with the concept of time in the report. The special educator can add a timing sequence to the student's classroom tasks using a mechanical timer to simulate various work periods.

VOCATIONAL ASSESSMENT REFERRAL

Name ______________________ B.D. __________ Date ______________________

Referral Source ______________________________ Program ____________________

1. What information would you like to receive about this student? What questions concerning the vocational strengths and weaknesses of this student do the student and you want answered??

2. What problems does the student have that affect trainability and/or employability?

   A. Physical or Medical

   B. Psychological or Behavioral

   C. Educational

   D. Personal

3. What is this student's current educational status?

4. What are the vocational goals or objectives of this student?

Form 11.2

3. Talk to employees to see what worker traits they value. Concentrate on the non technical skills such as good manners, getting along well with others, following orders. Develop units which build these skills in simulated work centers.

   For example:

   Set up a job interview. Have students interview tapes or video tapes then discuss the components of the successful interviews in relation to good social interactions.

4. Develop a prevocational area within the classroom with basic tools, sewing machines, stove, etc. Use access to these areas as a reward for those who need encouragement to complete less interesting assignments. have individual learning tasks outlined on cards for student use, as needed. Let students explore and develop their interests in a positive fashion.

Senior High Level

As with the junior high level, many special education students will have access to introductory vocational (prevocational) programs and services in general education. Follong are some suggestions, however, for special educators who have prevocational responsibilities:

1. As the student enters senior high, use prevocational interest surveys and identified skills to design a schedule of high interest courses. If the student is interested in pursuing vocational education, some basic preparatory programming may be necessary, such as teaching the basics required for the business classes. In this case the special educator may teach beginning typing, filing and the use of duplicating machines, in order to make the special student's entry into the general education business courses more successful.
2. Training students in pre-drivers' education by using the driver's manual to improve reading skills. Passing drivers' education may be a crtical factor in areas where public transportation is non-existant. The lack of a driver's license may eliminate or severly restrict the student's vocational opportunities.
3. Provide prevocational training aimed at teaching basic or universal employability skills such as good manners, proper sttire, completing job applications, interviewer's techniques, getting to work on time, managing the tasks assigned by the employer, establishing good working relations with fellow employees, etc. Studies indicate that these are the "Skills" employers seek, instead of specific job skills which many employers are willing to teach.
4. Visit the vocational classes available in the school and career centers (if available). Become familiar with the skills taught, competencies developed and the vocational teachers themselves. Incorporate this information into the prevocational curriculum for interested students.
5. Take students to visit the vocational programs so they can formalize their interests by seeing the training in action.

6. Provide within the school, work sites which allow students to test their universal employability skills such as working in the library or with the custodian. Have the "employers" rate the students on one or two objectives each week. Counsel the students on their performance.

A Sample Program

One of the most effective prevocational programs involves a summer program which coordinates vocational and special education. This program usually includes several vocational teachers, special education teachers and several groups of special education students. Vocational teachers provide a week of prevocational experience for each of several small groups of special education students. Each group of students with their special education teacher, spends a week in each vocational area. the group rotates each week to a different vocational area so that all groups spend time in each vocational area.

The benefits of this program far outweigh the expense. The vocational teachers become familiar with potential special education students; the special educators learn a great deal about the vocational programs, their content and expectations, and the students are helped to further refine their interests through on-the-job experiences.

Again, for some more severely impaired students, a Sheltered Workshop or Community Mental Health placement may be the goal. With these students, prevocational education alone may be the realistic achievement prior to termination. For each case prevocational training prepares the student to function as independently as possible under continuing close supervision.

VOCATIONAL TRAINING

The most complete vocational training continuum extends from high school vocational classes to career centers to workstudy or on-the-job trraining to sheltered workshops to individual vocational training, and included vocational assessment. In some school ystems parts of the continuum may be non-existant. If the missing parts involve general education, then special education must develop its own components in order to meet student's needs.

Vocational Assessment

Vocational assessment is used within the special education department to help identify these areas which students will need training, the student's vocational skills and interests and those areas which will prove frustrating to the student. In some schools, these new assessment tools are administered by the school psychologist or under a contract with another agency. In other districts, the special education department employs a staff member with these skills.

The most effective vocatioanl assessment, however, is not limited to pencil and paper tests. Tests of psychomotor skills, work samples which simulate basic employment skills and observations of student performance within the vocational classes are all helpful.

The result of such an assessment should be twofold. It should provide the basis for counseling students and parents about realistic vocational options. And it should supply the special educator with curriculum suggestions, aimed at preparing the students for their vocational choices.

Those vocational choices will undoubtedly be influenced by the vocational options available within the school system. Therefore,the vocational assessor's role is to identify an available vocational area which best suits the student's skills, interests and needs. Because this assessment will have such far reaching results, it is generally conducted just prior to the student's entry into vocational education and is usually a very thorough evaluation.

School districts which do not employ a vocational assessor may contract the services from other districts or from private or public agencies such as zJewish Vocational Services or the Bureau of Rehabilitation.

VOCATIONAL EDUCATION

As a result of vocational assessment, the special educator may have to implement vocational recommendations. Special education students are frequently integrated in the district's vocational programs, this being the least restrictive environment. In many cases, however, some modifications or support is essential if the student is to succeed. The following suggestions are some ideas tried and found successful by other special educators:

1. retrain vocational teachers in techniques for teaching handicapped students.
2. support vocational educators' attempts to modify their curriculum and materials.
3. special educators use the vocational texts to tutor students prior to entry into the vocational classes.
4. special educators administer written tests required to pass the vocational course.
5. special education aides assigned to assist the students while participating in the vocational classes.
6. team teaching with the vocational teacher when the vocational class includes a large number of special education students.

The important factors here are to prepare student and vocational teachers properly before mainstreaming, to be sure the vocational area chosen by the student is really an interest area and to support mainstreaming with whatever techniques are agreed upon in the student's individual education plan.

A related area for which many special educators assume responsibility is staff inservice. Training vocational educators to understand the handicapped and to feel comfortable teaching them; clearly explaining the cognitive, affective and physical needs of students who will be mainstreamed in their classes; and being constantly available for support as the general educator begins teaching the special student are also critical.

This retraining of vocational educators follows many of the commonly used desensitization procedures:

1. thorough review of the problem - in this case, teaching a handicapped student in the vocational class.
2. agreement on techniques - to be used with the students.
3. intensive support - special educator provides time, personal presence, materials, etc. when student first mainstreamed.
4. gradual withdrawal of support - as the vocational educator develops confidence in his/her ability to teach the handicapped.
5. consultation as needed.

In some districts the most effective technique is the assignment of a special education aide to provide support to the special education students within the class. Utilization of aides in this manner is especially beneficial at area vocational centers where small groups of special students are integrated into programs such as Food Service and Building Trades. Occasionally aides are also assigned to assist students who are working on Individual Vocational Plan sites such as Hospital laundry or a greenhouse.

In some selected situations a limited selection of vocational educational curriculum can be offered within the special education program itself. Some districts have a large enough population to offer classes such as Special Education Typing or Special Education

Woodshop. Such classes may be found in the local high schools or in the area vocational centers. Naturally, they are limited by the number of students interested, availability of facility, teacher skill and materials. And, in actuality, the most effective vocational training takes place on work sites or in situations which closely resemble real work sites.

In order to facilitate the transfer of learning from the classroom to the work of work, Work Study Coordinators (Teacher Consultants) are employed by some districts. The role of this special educator is to find employers who will offer on-the-job training for special students. Specific work objectives are outlined in a work agreement aimed at completing the student's vocational training. Objectives may be as elementary as arriving at work on time or as complex as providing all of the services of an "employee." The Work Study Coordinator secures frequent feedback from the employer, visits the student on the job and provides vocational counseling on the objectives identified in the work agreement. Full wages may or may not be paid initially, but the goal is always to complete the student's vocational training, thus making the student employable.

But only so much vocational education can be provided within the special education program. Therefore, the special educator may have to develop or contract for individual vocational training sites. The following are suggested:

1. Explore the availability of a sheltered workshop for students who are more severely impaired. The local Community Mental Health Association is a good place to start. This type of vocational training is appropriate for students who are projected to be unable to succeed at paid employment..
2. Develop a community employment system by securing student training placements in various offices, stores, factories and restaurants in the area. A special educator such as a work study coordinator or teacher consultant may be assigned to coordinate the student's on-the-job training and the school related curriculum.
3. Secure a single comprehensive community worksite such as a hospital or hotel and arrange for direct vocational training in the various work areas such as cafeteria, housekeeping, office, grounds. (A video film of a hospital training site is availble from Oakland Schools, Pontiac, Michigan entitled *Community Based Experience Training*).
4. Consider establishing employment contacts with school personnel, with the intention of directly supporting the student during on-the-job training. This permits closer supervision and may extend the amount of services the employer (custodian, librarian, cook) can accomplish.
5. In some schools vocational training is provided in a multipurpose room which permits the use of 5-6 work sites. Two special educators team together to combine their expertise in areas such as child care, health services, small engine repair. Experts are called upon to provide added instruction and on-the-job training is a built in component. Teaming also permits one teacher to supervise students on-the-job while the other teacher maintains classroom instruction.

Since this area of vocational education for special students is just now expanding to include many options, it is assumed that, over time, vocational training will expand. Sylvia Porter, a financial columnist, estimated in 1976 that "for every $1000 our nation invests in rehabilitation of the disabled, our economy gets back $9000 - an awesome 9 to 1 return, reflecting the taxes paid by the individual...when he gets a job...and the funds that flow with multiplying force from this worker as he spends his earned dollars."

Such a statement clearly spells out the overall far-reaching, all encompassing results of training special education students for gainful employment. This then clearly supports the goal of special education - to ultimately produce, whenever possible, self sufficient, productive citizens, capable of earning a living and contributing to society.

CHAPTER 12: OUTLINE Parents as Partners

- Parents and the Law 273
- Types of Parents 274
  - Overprotective parents 275
    - Techniques to use with overprotective parents 275
  - Stressed parents 276
    - Techniques to use with stressed parents 276
  - Rationalizing parents 276
    - Techniques for use with ratinalizing parents 277
  - Demanding parents 277
    - Techniques for use with demanding parents 278
- Teaching Parents Their Role in the IEP 279
  - Involving the overprotective parent 279
  - Involving the stressed parent 279
  - Involving the rationalizing parent 279
  - Involving the denmanding parent 280

PARENTS AS PARTNERS

Educators have long recognized the enormous benefits of involving parents in the learning process. Positive parent-teacher relations are even more critical and the results are even more effective when the students involved have special needs. In these cases, the results can far exceed what would normally be expected from handicapped students.

PARENTS AND THE LAW

Recognizing this fact, the federal government included a variety of parental requirements in the Education of the Handicapped act (P.L. 94-142). These include the parental (student) right to agree or disagree with:

1. evaluation of the child for suspected disabilities by school personnel
2. placement in special education programs or services
3. the content of school records kept on the student
4. decisions made by the school district regarding changes in the student's educational progress

Naturally, as in all cases where a person's rights are involved, emphasis must also be placed on the parents' responsibility to be fully informed before decisions are made. Without full knowledge, inappropriate placements and even identification may occur.

The federal government also included in the handicapped act, the requirement that parents have access to persons and agencies who are knowledgeable in the area of the handicapped. Organizations such as Parent Advisory Committees were set up so that parents can be involved in the special education decision making processes at the local school level. State Advisory Committees involving the consumers and providers of handicapped services were also developed to review and affect similar decisions at the state level. Lists of independent agencies which may provide support or information such as Council of Exceptional Children, Closer Look, and Association for Retarded Citizens must be made available to parents.

Not only were parents rights written into law, but processes were also established which insure that parents receive notice of their rights and responsibilities. Districts are required to supply parents with their rights at critical points in the referral and placement process. parent handbooks are the most commonly used technique. These handbooks generally spell out, in layman's terms, the rights parents have and procedures to follow if those rights are denied.

The goal of these intricate procedures is to insure parental involvement in the educaton of their special children. Also intended is the control of unapproved special education placement or the denial of appropriate programs and services. As a result, extensive hearing procedures are spelled out, so that parents have administrative and even legal recourse when their rights are denied.

In actual day to day operation, however, special education teachers rarely get involved in the legal aspects of the handicapped act. Instead, they seek to interact productivity with parents in the selection of educational goals and objectives for their children at individualized educational program committee (IEPC) meetings. This is the basic intent of the law.

This chapter will explore that area of parent-teacher interactions, establishment and achievement of educational goals, and will offer suggestions for teachers to use with parents, in order to assure positive results for the children involved.

In order to achieve this goal, special education teachers must first understand the children's parents. This is both necessary and useful because of those aspects previously mentioned - the positive results of parent-teacher partnerships and the legal mandates to involve parents.

TYPES OF PARENTS

Parents of children who are handicapped frequently exhibit specific patterns of behaviors. These behaviors can be overlapping or can change with time, personal attention, close working relationships with professionals such as teachers and with predetermined techniques. Some parents are overprotective of their children. Others suffer from a great deal of stress or guilt because of their children's physical, emotional or learning problems. Still others refuse to believe their children have special needs. Other groups are extremely legalistic and vocal in their demand for special education programs and services. Most need to be carefully educated in their role in the education of their children. This includes both their rights **and** their responsibilities. But most of all, teachers must continually seek active knowledgeable parental assistance in moving toward the goal of independence.

This goal must be constantly repeated. Both parents and teacher must be reminded of its existence regularly beginning when the child is first identified as handicapped and reviewed at each IEPC meeting if not more often. This long range goal should remain constant no matter what type of parents, teachers or children are involved and no matter what short term objectives are identified. This section of the chapter will explore the commonly identified parental characteristics and suggest techniques teachers can use to:

1. understand parents of handicapped children
2. develop rapport with parents
3. educate these parents in matters which concern the learning process of their children
4. enlist the assistance of parents in the learning process of their children.

These techniques are not separated into elementary or secondary levels because there is little difference between parents based strictly on the grade levels of their children. Understanding parental concerns and exercising compassion toward parents is the first step and the most important phase in the process of educating handicapped children — if parental support is expected.

When a referral to special education is made, the MET member who is assigned to coordinate the evaluation should visit the parents. At that time, written permission to evaluate the child should be secured. More importantly, this meeting should be used to present parents with their rights, to inform them of the total special education process and to establish their responsibilities in the process.

Form 6.6 should be used to involve parents in the evaluation of their child. Behaviors noted as problems in the school, should be reviewed and parental assistance established by requesting that they observe the same behaviors as they occur in the home. Parents should also be prepared for the IEP process by the coordinator. Parents should be asked to consider their lifelong goals for their child. Do they expect the child to gain independence, become employable, or go to college and marry? Or do they expect the child to be dependent always, to live with relatives or in a group home, to need social security for survival.

Naturally, if the referral process has been followed properly, this discussion will not be a total shock to the parents. On-going school contact should have occured as problems developed and solutions were attempted. Close communication between parents and teacher should have laid the path for the referral to special education.

It is during this evaluation process that parents may first demonstrate their stress, overprotectiveness, demanding, denying or rationalizing behaviors. When this occurs, the coordinator or special educator should address the problem immediately. Unless concerns are dealt with at the initial evaluation level, a coordinated, effective IEP will be impossible.

For those parents who are unaware of their rights and responsibilities, the special eduction department should provide written information which explains the legal mandates. As with most laws, the language itself is confusing and often frightening. Special education teachers can do a lot to eliminate the confusion and fears by:

1. inviting parents of suspected handicapped children to visit and observe the special education classroom.
2. providing a layman's explanation of the evaluation process and the parent's role in it. Parents should be asked to observe specific behaviors of their children in the home setting and to bring their observations to share with the multidisciplinary evaluation team (MET). In this way, hypotheses formulated by the team can be tested in the home.
3. demonstrating for parents some of the materials unique to special education classes such as the audio flash card reader.
4. explaining the IEP process and the parent's role in it. A mock IEP can be reviewed so that parents can have prior knowledge about the format and their input into the process. The difference between goals and objectives should be clarified and the teacher should emphasize a sincere desire for parents to actively participate in the process.

Overprotective Parents

Overprotective parents are usually fearful about how society will treat their children. They are generally unable to envision their children as independent adults. They suffer from guilt, believing they are responsible for their children's handicaps and they think that the only way to make up for their guilt is by doing everything for their children. They do not realize that they are actually stifling the growth of their children.

In days long before the handicap law, physically, mentally and emotionally impaired children were frequently kept at home. Shame and overprotectiveness worked against the child's educational rights. Few of us went to school with the blind or physically handicapped and most of us remember the "dummies down in the classroom by the boiler room." Today, we are still "finding" children who have never been enrolled in school. But, we are building a society which is more attuned to those with special problems and needs. Attitudes are changing slowly. Overprotective parents must be helped to become part of the change process.

TECHNIQUES FOR WORKING WITH OVERPROTECTIVE PARENTS

Teachers who recognize this problem in parents, can:

1. explore with parents life-long goals for their children, questioning them about what they envision for their child as an adult when the parents are no longer able to provide care and support.
2. involve parents in group discussions with other parents who have or are presently facing the same crisis.
3. introduce parents to other types of handicapped children and adults - preferably those who have a strong independent approach to life.
4. supply parents with reading material, preferably written by handicapped people or by their family members, which explores the gradual growth of independence in the handicapped.

As overprotective parents begin to face the lifetime decisions they must make, the special education teacher can gently but firmly, introduce the goal of independence. Parents can then actively share in the establishment of short term objectives at the IEP conference.

Stressed Parents

Many times parents of children with special needs, develop extremely high levels of stress. This can be due to fear aroused by the whole special education process and its legal overtones. It can be due to longstanding tension in the home resulting from the child's hyperactivity, school failure or social emotional problems. Living with a hyperactive child, one who is never still, who rarely sleeps, who must be constantly supervised will cause stress or other psychological or physical problems in parents. Teachers can go home and "escape" from the child. Parents can not. In many cases, the child's hyperactivity can so disrupt the family, that normal relations are completely destroyed. Stress can also develop as a result of parental conflict or inconsistency in the face of problems caused by the child.

Stress builds and builds and many times the source is no longer recognized. Whole families can be thrown into turmoil because of stress generated by children with special problems. Acknowledging the source of this "family-stress-syndrome" is the first step toward problem solving. Special education teachers can frequently help parents to identify the problem and to understand that it is not an uncommon situation. Once those involved recognize the true situation, techniques can be developed to deal with the problem.

TECHNIQUES FOR USE WITH STRESSED PARENTS

In some cases,these techniques may more appropriately be handled by social workers, counselors or psychologists. The person who uses the techniques should be the one who has the best rapport with the parents.

1. Discuss, talk, explore the situation with the parents. Help them to trace the source of their stress. Help them to acknowledge their anger and fear. Help them to express the emotions in a less harmful manner. Help them to realize the true level of their responsibility in their child's problems.
2. Suggest group, individual or family counseling for situations which are extremely volatile. Someone apart from the family who is trained in psychology can at least offer objectivity.
3. Explore the possibility of a complete medical examination. Medication, food substitutes or allergy shots may be needed and may alleviate the problem to some extent.
4. Introduce the parents to others with similar problems and have them exchange ideas that have worked.
5. Help parents to learn the level at which they can best cope with the problem.
6. Assist parents in understanding the level of cognitive, affective and motoric functioning of their child and the likelihood for improvement. The implications of the child's handicap should be discussed realistically and suggested techniques for dealing with the child's problems should be offered.

Rationalizing Parents

A third type of parents are those who deny that their children are handicapped or rationalize their problems away and refuse the school permission to evaluate or place their children in special education. In some cases, parents frequently have unrealistic expectaions for their children and any questions of the child's normalcy is denied or rationalized. In other cases, parents have negative impressions of special education, developed during years when special education was an isolated program. Such attitudes, although unrealistic by today's standards, must still be dealt with.

Occasionally, parents who have permitted their children to receive special education have become disenchanted with what they perceive as lack of educational progress in their children. Therefore, they demand that the child be withdrawn from special education. In these cases, parents again are unrealistic in their expectation of their child's learning problems. They blame special education for the child's poor grades, slow development and often the behaviors the child naturally develops.

Special educators must first understand the root of the problem the parents evidence by rationalizing or denying the child's needs. Again, with understanding, the lines of communication can more easily be developed and problems can then be solved.

TECHNIQUES FOR USE WITH RATIONALIZING PARENTS

In some cases, parental denial or rationalization will be so deeply rooted, that special educators will have no chance to effect a change in their thinking. Acquiescence to their demands is the most common response in these situations. Occasionally, when a district believes the parents' decisions are extremely harmful to the child, the district may fight the parent through the administrative review process and even in court.

Generally, however, parents who have old-fashioned negative attitudes about special education or unrealistic expectations for their children can be re-educated through:

1. visitations to special education programs and services so that they can observe students and teachers in action
2. discussions with parent advocates who have children in special programs and who can objectively explain both the legal mandates **and** the intent of the law
3. observation of their child in the regular classroom so that parents can see first hand evidence of their child'd learning problems
4. a thorough educational evaluation which provides clearcut data on the child's academic performance in relation to standardized norms
5. involvement in a volunteer parent tutor program established by the special education department. This will allow parents to form more realistic views of the different and varied types of handicapped children. It should also allow them to emphasize the similarities between children rather than the differences which we call handicaps.

Demanding Parents

Because special education has grown so rapidly, some children have been denied service and programs until recently. Parents of these children have generally been involved in lobbying for the laws which now support special education and, as a result, they are very knowledgeable about their rights. In many cases they belong to active parent groups or professional organizations. And, in many cases they are extremely specific about the programs and services they want for their children. In fact, it is not uncommon to find that these parents know the letter of the law better than the special education department. Therefore, when they present their demands, they generally support them with the law.

Such parents can be extremely difficult to work with because they put special eductors in a position of defensiveness. Assertiveness on both sides can quickly harden into positions from which neither side can retreat. Hearings and court cases result while children are caught in the middle.

Once again, if a level of understanding can be established, the ultimate may not occur. The first line of defense again, is the special education teacher. Rarely do demanding parents emerge as a problem if the parents trust and have confidence in the teacher.

TECHNIQUES FOR USE WITH DEMANDING PARENTS

The best line of defense with demanding parents is to prevent problems from arising. This can occur by involving parents in local parent advisory committees where their recommendations can be legitimately considered. Some districts use the talents of such parents to assist other less knowledgeable parents through district wide parent advocacy programs. But, in most districts, demanding parents have no voice in the decision making or in the sharing of their knowledge. In these cases, the special education teacher is the first contact. The following are some suggestions for the teacher to use with demanding parents:

1. actively involve them in the classroom program by letting them develop and run a parent tutoring group.
2. assign them as room parents, responsible for parties, extra curricular activities, parent meetings, recreational functions, etc.
3. help them to develop a parent group to share ideas on dealing with their children at home
4. enlist their support in making individualized teaching materials for use in the program
5. listen to them. Let them express their thoughts and concerns. Be honest with them at all times. Refer them to the special education administrator when problems first begin to arise. Never let problems with parents influence the way you treat their children.
6. remember that they **had** to fight to get the laws which provide the services we have today. So never argue with them, especially on a legal point. Instead, refer them to the special education administrator.
7. always be positive.

With these parents, it is very difficult to "fix things" once a problem has arisen. However, special education teachers can continue a good working relationship with these parents, even in the midst of a court case, as long as the teacher has developed and maintained good communication with them. Remember the goal — help handicapped children develop into independent adults. Remind the parents of this goal and try to concentrate on developing an IEP which works toward this goal.

For parents who demand that their children be removed from special education, it is important to clearly identify the parents' underlying concerns. If indeed those concerns center on unrealistic expectations then clarification of the child's functional level must occur. The best approach is to schedule a complete re-evaluation of the child's needs. This should be followed by an indepth discussion with the parents about the results of the test. The IEP process should also be reviewed with the parents so that they fully understand their role in the process. Finally, a new IEP should be developed with realistic parental goals and objectives included where appropriate.

TEACHING PARENTS THEIR ROLE IN THE IEP

At the IEP parents and teacher should negotiate those objectives which are most appropriate for the child, always keeping in mind the ultimate goal of independence. All matters which still concern the parents should be resolved, if possible. Their input should be valued and incorporated, into the plan wherever appropriate. This is the culmination of all the techniques used to establish good rapport with the parents. This meeting and plan should cement the partnership built during the evaluation process - for the overall benefit of the child.

The IEP should establish tasks for both sides of the partnership. Parental assignments should be made but should be within the parent's ability to handle. When the IEP is signed by both parents and teacher, it becomes a written contract. Both parties are accepting a committment to work toward the educational growth of the child.

Included in the IEP may also be the manner which will be used by parents and teacher to communicate the child's progress. Weekly notes, daily happy or sad faces, periodic phone calls can all be used. The idea is to keep communication current.

The types of home assignment and the manner of exchanging information may depend on the child or the type of parents.

Involving the Overprotective Parent

Home assignments may include identifying tasks which will lead to independence at home rather than building more dependency. For example, training the child to walk or ride a bicycle through the neighborhood may be more important than having the parent oversee 30 minutes of math review.

Communication should be minimal but regular so as to build trust between parent and teacher but not dependency. A weekly form with a happy face and no other explanation should be enough. Teachers should minimize negative communication. See Figures 12.1 and 12.2.

Involving the Stressed Parent

Such parents have an already strained relationship with their child. Therefore, assignments should be those aimed at building a relaxed, friendly relationship. Assignments may include having the parents take the child on a monthly field trip such as a visit to the zoo or the shopping center. Taping the child's excited summary of the trip and sending the tape to school can accomplish a number of speech and language objectives with a minimum of stress for everyone concerned.

Communication here should always emphasize the positive accomplishments of the child. At first, there should be extensive amounts of positive notes and phone calls. Gradually these can be decreased and more neutral factual information can be included. Be careful to observe any increasing signs of parental stress which may be caused by school reports.

Involving the Rationalizing Parent

For these parents, home assignments should match closely the task accomplished in school but should be limited to an appropriate amount of time such as 30 minutes. Because they are unable to acknowledge their child's learning problems, assignments should include enough difficulty to assure that the child will be challenged. These parents should be strongly encouraged to act as parent tutors in the special education class with children other than their own and in the regular classroom. In this way, they will begin to see their child in the proper perspective.

Communication with these parents should be on an as-needed basis. It should always be realistic and should always end in a positive note. Their help should be sought as new objectives are introduced. Whole units of work can be sent home with the only stipulation being that daily assignments can not exceed 30 minutes.

Involving the Demanding Parent

When writing an IEP with demanding parents, teachers should recognize that these parents are extremely concerned about their child's program. They understand the IEP process thoroughly and generally have very well planned goals and objectives in mind. In such circumstances, it is very helpful to take advantage of their interest. They can, for instance, be written in as one of the implementors for some of the objectives. The techniques outlined for their use, however, should be less formal, intended merely to reinforce or extend the classroom learning process. TV shows, children's books, trips, games, etc. can be used to gain auditory or visual perception skills, for example.

Communication with demanding parents should always be highly structured, specific to the agreed upon points of discussion and regular. Notes of all conversation should be maintained as should copies of any written notes from the parents. Such evidence may be important if the parents request a hearing or start a legal suit against the district. Teachers should never agree to call or write a note unless that agreement can be kept. Demanding parents consider all agreements as binding.

This chapter has attempted to define the role of the special education teacher as it interfaces with the role of the parent. Emphasis has been placed on several different types of parents and techniques for working with them. What has not been mentioned is that the large majority of parents are very concerned about their special children. Most need the support and understanding of the special educator. Some need a few of the techniques already outlined. With a little re-education, they will assume a productive and active role in both the IEP and learning processes of their children.

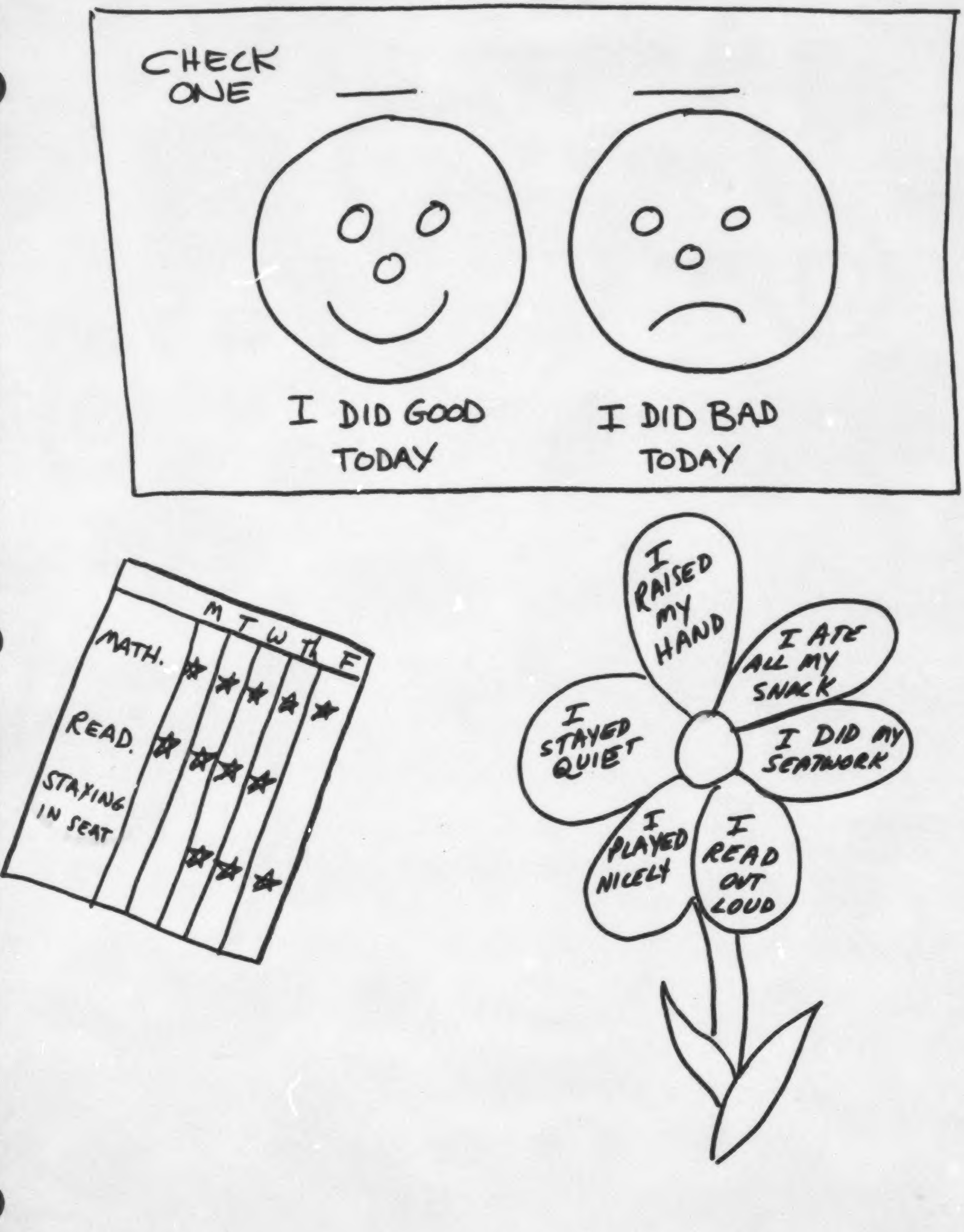
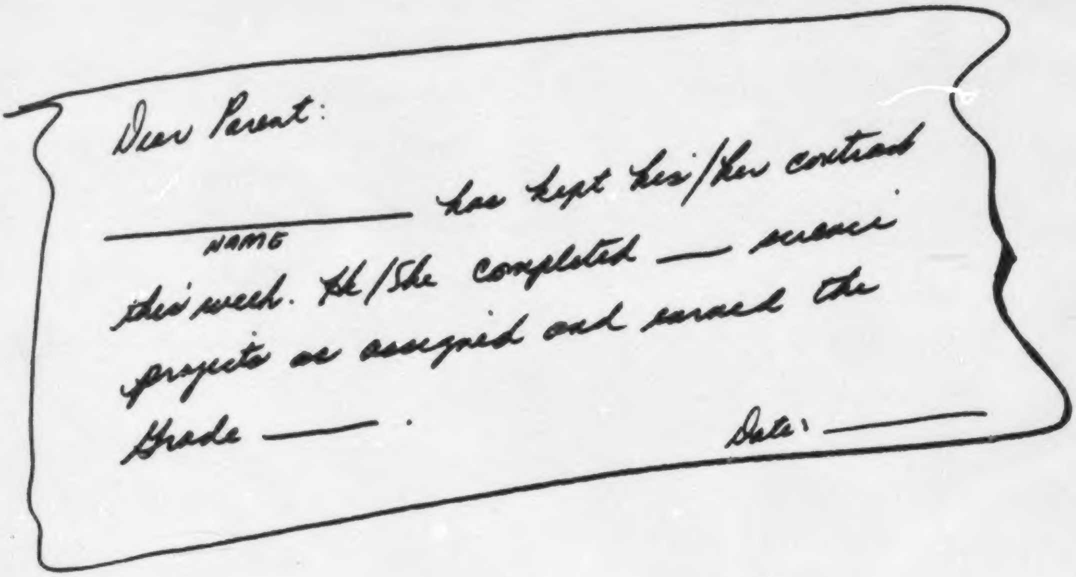

CHECK ONE
I DID GOOD TODAY
I DID BAD TODAY
M
T
W
Th
F
MATH.
READ.
STAYING IN SEAT
I RAISED MY HAND
I ATE ALL MY SNACK
I DID MY SEATWORK
I READ OUT LOUD
I PLAYED NICELY
I STAYED QUIET

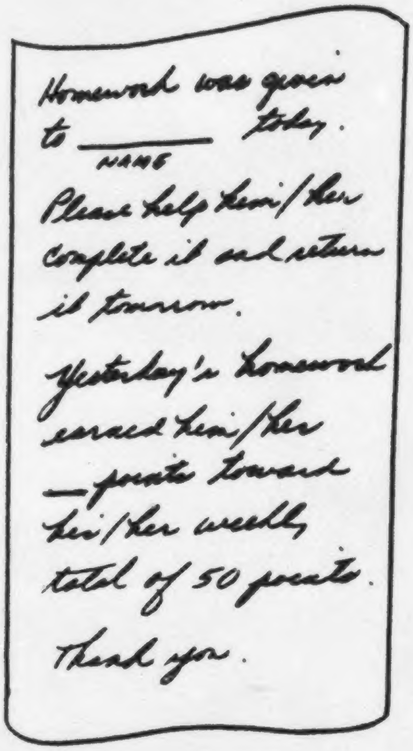
Fig. 12.1: Examples of parent communication formats (elementary)



Dear Parent:

______ has kept his/her contract
NAME
this week. He/She completed ___ science
projects as assigned and earned the
Grade ___.

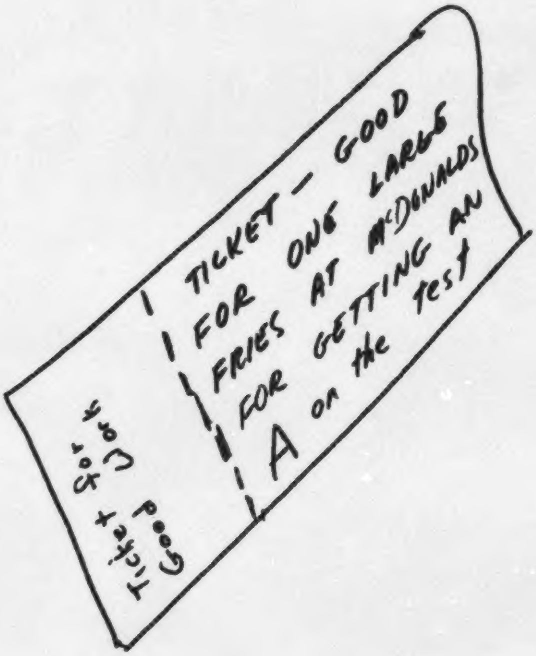
Date: ______



Homework was given
to ______ today.
NAME
Please help him/her
complete it and return
it tomorrow.

Yesterday's homework
earned him/her
__ points toward
his/her weekly
total of 50 points.

Thank you.



Ticket for
Good Job

TICKET — GOOD
FOR ONE LARGE
FRIES AT McDONALDS
FOR GETTING AN
A on the test

Fig. 12.2: Example of parent communication formats (secondary)

CHAPTER 13 OUTLINE: Inservice and Staff Development

Levels of Inservice 285
Types of Inservice 285
  Structure 285
  Formal or Informal 286
  Inservice for Credit 286
Who need Inservice? 286
Sources of Presenters 287
  Other District Personnel 287
  University Personnel 287
  Commercial Firm Representatives 287
Determining Inservice Needs 287
Topics for Inservice 289
Conducting Inservice 289
  Specify the Topic 289
  Consider the Audience 289
  Identify the Skill Level 290
  Organize the Content 290
  Plan the Method of Presentation 290
  Practice the Presentation 290

INSERVICE AND STAFF DEVELOPMENT

Recently, the professional development of both general and special education teachers has grown in importance. In many areas, declining enrollment results in fewer new positions and decreased teacher mobility. In turn there is less opportunity for fresh, new ideas and techniques to be shared. The recent, rapid growth in special education has further contributed to the informational need of all educators. Knowing the effects of various handicapped conditions on learning is necessary to broaden the repetoire of teaching strategies in order to be more effective.

For these reasons, the federal government, many states and most local districts are allocating funds and setting aside time for teachers to participate in various forms of professional development. Teachers upgrade skills in their own teaching areas and learn new techniques. The role of the special educator in this process can be extremely diverse, ranging from participating in needs assessments to conducting inservice. This chapter examines the inservice process and possible functions of the special educator in each step. The chapter is divided into the following sections:

Levels of inservice
Types of inservice
Sources of presenter
Determining inservice needs
Inservice topics
Conducting inservice

LEVELS OF INSERVICE

Inservice can be provided at two basic levels:

Building level inservices are usually designed to meet the needs of the teachers in a particular building. Very often, specialists from within the district are utilized as resources. Some districts provide a limited amount of funds to be used at a building level but most often this is not the case and other resources need to be found to secure presenters.

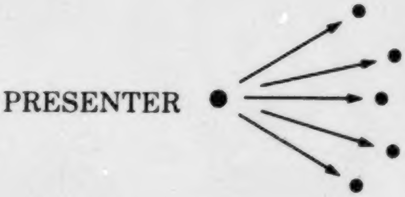
District or regional-level inservices provide different types of opportunities. Information can be presented to large audiences whether it is a general topic for teachers of many backgrounds or very specific topics presented to particular groups such as primary teachers or secondary math teachers. This is an excellent, cost-effective means of utilizing limited professional development funds, but may not address particular building needs.

Types of Inservice

Inservice, like teaching, may be of many types. It can be small or large group; directed or open; formal or informal. The topic, the audience and the presenter will each contribute to the selection of a particular type of service.

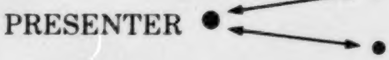
Structure

Teachers present some lessons in lectures while others are "hands-on" or participatory. The same is true for inservice. Some subjects can be presented in a one-directional mode:



The speaker primarily gives information to the audience, although there may be some questions and answers or discussion. The lecture format is useful for presenting a considerable amount of information to a large number of persons. It is much less useful for assisting in application, analysis or synthesis level activities.

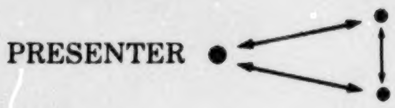
A second structure would be purposely interactive between the presenter and the audience:



The presenter may ask questions of audience members to insure their understanding or to more closely match the lecture to their needs. An inservice where each audience member performs an activity independently under the supervision of the presented can also be used. Examples of this would include inservices where participants:

- assess the readability level of the particular textbook they use.
- make an instructional material suitable for their classroom.

The third structure is designed to promote interaction not only between the presenter and the participants, but also between the participants:



Problems may be posed which small groups work together to solve. Simulations of IEP's or behavioral plans are examples of this type of activity.

The presenter may also ask participants for solution to problems generated from the audience. This directed activity has beneficial side effects. The participants are helped to recognize the worth of their own solutions and those of their colleagues. This can be very important when providing special education inservice to general educators. Many times teachers do not have sufficient confidence in their ability to work with handicapped students and the recognition of their abilities will greatly enhance their interactions with the students.

Formal or Informal

Inservice can be formal or informal. Most people think of large groups of teachers, formal presentations and scheduling far in advance for "inservice days". But inservice can also be a small group meeting with the special educator or other presenter after school, or at lunch with only a few days planning and notice. This informal type of inservice is especially valuable when specific building needs are identified. It is also considered an extension of the consultation role. Examples of this type of inservice might include presenting a new piece of instructional equipment that is used with special education students in the regualr class. It might also include the preparation of the junior high school teachers who will be working with a severely physically impaired student scheduled to atend their building.

Inservice for Credit

At the end of the continuum are inservices designed as university courses. The district may or may not pay the tuition for teachers to attend this type of inservice. Often these are offered as extension courses and are located at a building within the school district.

WHO NEEDS INSERVICE?

A more appropriate question might be - who does not need inservice? Traditionally, inservice is associated with the teaching staff. However, many non-teaching personnel can benefit from inservice related to special education. **Aides, bus drivers** and **cafeteria workers** can benefit from learning behavioral strategies, the effects of handicapping conditions and other related topics. **Administrators** need to be aware of required due process procedures and their role in the identification and placement of handicapped students. County or district inservice can provide them with the specific information required by their role. **Parents** of handicappers should be offered the opportunity to participate in many types of inservice. Explaining the day-to-day effects of a learning disability will decrease the frustration encountered by many parents of the learning disabled. Behavioral strategies, parenting techniques and "having a handicapped child in the family" are just a few of the possible topics. The special educator may provide some of these or arrange for social workers, psychologists or other itinerant staff to conduct parent meetings on these topics.

SOURCES OF PRESENTERS

In addition to authors, consultants and other recognized "experts", there are several sources of inservice providers available. The special education teacher may be an inservice provider at the building or district level. The skills of these persons should not be minimized. Many special eduaction teachers are recognized as experts outside their own districts but are rarely utilized because "experts from out of town" are generally given more credibility than those within the district.

Other district personnel are a good source of presenters. Social workers, psychologists, occupational and physical therapists or curriculum specialists may provide excellent inservice and have similar advantages to those of the speical eduction teacher. They usually have a better awareness of the specific problems of the building or district and can provide follow-up after their presentations. When discussing particular problems or situations they may also be aware of the exact situation rather than seeing it as a hypothetical problem. An added benefit from using district personnel is better rapport with the building staff.

University personnel are often available to provide inservice. They may offer courses within the district as discussed earlier or may do single presentations. A working relationship between the district and the university is important. The school may be a training site for pre-service teachers. A university which develops instructional equipment or communication devices may work with the school in developing materials for use with specific severely impaired students.

Representatives of commercial materials firms are often former teachers or specialists in the aras they represent. If some of their instructional materials or equipment is currently being used in the district or purchase is being considered, a representative may provide inservice on their use. Some of these might include varying amounts of sales pitch, but they are often excellent sources of inservice material.

DETERMINING INSERVICE NEEDS

Topics for district-wide and sometimes building-level inservice are usually the result of a needs assessment conducted by the district. Often the development of this needs assessment is done through a professional development committee of which a special educator may be a member. As part of the committee the special educator may help in the development of the needs assessment questions, identify topics for inservice and provide suggestions for possible presenters.

If the results of a current needs assessment are not available, or are too general, the special educator may want to construct at least a building-level instrument. Some of the questions in the general educator questionnaire in Chapter fourteen can be used as illustrated in Figure 13.1 to develop a needs assessment. If both questionnaires are being used, one should be careful not to duplicate the questions that appear in both. As with other questionnaires, the cooperation of the special educator and/or building administrator should be obtained.

Teachers may check topics they are interested in or prioritize them by ranking their first three choices. They should also survey the times preferred by the teachers for scheduling. The master contract with the employees' bargaining unit may help to determine when inservice can or can not be held. The results are then used to identify the topics of importance to the teachers in the building. Follow-up is very important. The staff completing the questionnaire should be aware that they helped to determine inservices that are subsequently set up.

IN—SERVICE QUESTIONAIRE

Do you currently have students with learning difficulties in your class?
Yes ____ No ____

I would like more information

Characteristics of handicapped students	1	2	3	4	5
Modifying curriculum/instruction	1	2	3	4	5
Behavioral strategies	1	2	3	4	5
Special education laws	1	2	3	4	5
Selecting appropriate instructional materials	1	2	3	4	5
Procedures for placing/evaluating referred students in special education	1	2	3	4	5
Developing IEP's	1	2	3	4	5
Working with various special education personnel	1	2	3	4	5
Peer attitudes towards handicapped students	1	2	3	4	5

I would prefer to attend inservice on (identify 1st, 2nd, 3rd choice)

Monday ____________
Tuesday ____________
Wednesday ____________
Thursday ____________
Friday ____________
Saturday ____________

I would prefer to attend inservice

____before school
____after school
____in the evening
____at a brown-bag lunch
____only during school

Form 13.1

TOPICS FOR INSERVICE

Sometimes the anticipated arrival of a particular handicapped student will precipitate inservice. An understanding of the effects of blindness, deafness or physical handicap on a student and his or her learning will help to eliminate some of the fears that can develop, before a handicapped student enters a class. General education teachers need to understand that their expectation for handicapped students should not automatically be lowered, but should be modified based on the student's specific disability. They should be aware of exactly how the disability will or will not affect the student's school functioning.

Following is a list of possible topics for building level inservice that can sometimes be presented by the special education teacher:

- Types of handicapping conditions
    - understanding the condition
    - the effects on learning
    - working with students with a particular handicap
- Special education referral and diagnostic processes
    - what happens when a student is referred?
- Federal and State legislation affecting the general educator involved in mainstreaming
- Teacher-made materials
- Ideas for individualizing instruction for non-reading students in the areas
- Behavioral Strategies/Classroom Management
- Incorporating vocational/prevocational skills in content areas
- Setting up a cross-age tutoring program
- Dealing with hyperactive students

CONDUCTING INSERVICE

When it is determined that the special educator will be presenting an inservice, the following steps should be taken:

1. Specify the topic
2. Consider the audience
3. Identify the skill level
4. Organize the context
5. Plan the method of presentation
6. Develop or locate audio-visual aides
7. Practice the presentation

Specify the Topic

First the topic should be clear and concise within the time limits provided. One would not try to cover all types of handicapping conditions, their effects on the learning process and techniques for dealing with them in the classroom. One may, however, discuss the effects of several types of learning disabilities and how teacher can plan accordingly.

Consider the Audience

Repeatedly we have mentioned the importance of the special educator/consultant establishing himself or herself as a resource to other teachers in the building. The close relationship between consulting and inservice has been discussed. In conducting inservice, as with consulting, it is critical that the special educator should not imply that he or she is more skilled than the general educator. Many times circumstances create situations where it is inferred that the special educator is better than the general education teachers. The general educator is a specialist in educating large groups of students in particular subjects or grade levels. This takes considerable skill and should be recognized and verbalized by the special education teacher. The idea of an equal partnership is essential if a relaxed, cooperative atmosphere for helping students is to be developed. This can be done by pointing out the appropriate techniques utilized by teachers. It can also be done by seeking their advice or support in teaching a particular task or skill.

One should be aware of the areas of expertise of the audience and their level of sophistication. Examples should be selected accordingly. Several companies, however, have produced audio-visual and printed materials which can be used to facilitate inservice. Just as in using commercial materials with students, the special education teacher will usually want to adapt the materials to better suit the needs of the audience, especially as teachers in a building become more sophisticated in their instructional and behavioral techniques. Preparing the inservice is much like individualizing instruction for students. The presenter may show only particular sections of filmstrip, isolated transparencies or duplicated handouts from a kit, in order to explain a particular concept or technique. This also makes the most of the limited amount of time that is usually available.

Identify the skill level desired

Is the purpose of the inservice to pass out information? On the other hand, is the purpose to give the teachers, parents or others techniques and skills they can apply? Be sure that you and the audience know this.

Organize the content

Once the first three items have been considered one can determine the specific material to be covered.

Plan the method of presentation

Selecting the type of inservice presentation can be done by reviewing the items discussed earlier in this chapter under the heading "Types of Inservice."

Develop and Locate Audio-Visual Aides

Many times, commercially prepared materials are available which can be used to present concepts or illustrations. These can be borrowed from area or building media centers. When such tapes, films, filmstrips, or transparencies are not available, teachers may need to develop their own.

Practice the Presentation

Once all of the other items have been completed, it is important to be sure that the amount of information and style is appropriate to the time allowed and the audience. Practice several times alone is usually satisfactory, but it would be helpful to have someone else critique your performance.

Thus, it can be seen that the special education teacher can participate in inservice activities in many different ways. They can assess inservice needs, they can plan and they can conduct inservice. Each will be different because of the highly unique needs of every district and building.

301

CHAPTER 14 OUTLINE: Program Evaluation

- The Need for Program Evaluation 292
- Sources of Evaluation Data 292
  - Examining Student Progress 292
  - Parent Perceptions 301
  - General Educator Questionnaire 304
  - General Education Administrator Interview 308
- Implications for Change 310

PROGRAM EVALUATION

THE NEED FOR PROGRAM EVALUATION

The purpose of any special education classroom or program is to maximize the students' learning. Teachers often look at the progress of individual students, but rarely do they examine the effectiveness of the program in accomplishing ths goal. This chapter presents a systematic, but rather informal means of examining the effectiveness of the program and identifying ways of improving it. Five areas are examined:

Student progress
Student perceptions
General educator perceptions
Parent perceptions
Administrative perceptions

In the last section, a method of examining the various types of information gathered from each group is provided and suggestions for implementing program changes are offered . At all times, however, one needs to remember that the purpose of the evaluation is to improve the instruction provided to handicapped students.

Several sample survey forms are included. These can be shortened or lengthened depending on the depth of interest of the special education teacher. While they are, for the most part, presented in a scaled format, they could also be structured in a yes-no format. One can also design open-ended questions, but these generally take more time to complete. Regardless of the format used, the effort required on the part of the respondents to complete the survey should be considered and minimized.

Some teachers may wish to use an interview rather than a questionnaire for sections other than the administrative survey. This is a more personalized approach, allowing the teacher to pursue some topics in greater depth. A disadvantage is that the amount of time available to conduct this type of activity is usually very limited. Consideration needs to be given to the number of interviews required and the total amount of time necessary to gather the required information.

The use of a structured questionnaire allows the respondent to answer when it is convenient for them and minimizes the special educator's time required to gather data. Any questionnaire should be approved by appropriate administrators before gathering information. They may identify problem areas or suggest other questions to ask.

SOURCES OF EVALUATION DATA

In order to completely evaluate a program, data should be gathered from everyone involved: students, general educators, parents and administrators.

Examining Student Progress

There are several types of information which can be gathered to measure student progress. In some programs, a standardized achievement test, such as the Wide Range Achievement Test is administered to students annually. the amount of gain can be observed for individual students or averaged for the program. This type of statistical information is of limited use in program planning for small numbers of students. The amount of gain is a result of the many factors which affect student progress such as:

Length of time in program
Type of disability
Amount of time per day in program
Environmental or cultural factors

The information can, over time, indicate trends in student progress. As an example, after several years one can examine the average amount of gain of all students attending a program, or of students of a particular disability. This type of assessment is also of limited value in measuring the progress of students whose difficulties are in behavioral areas rather than academic areas.

Examining the objectives met by individual students can provide a great deal of information for implementing program changes for particular students and affect the entire program by rearranging the schedule or regrouping students based on skills to be taught. This form of evaluating student progress is essential to appropriate planning for every student in the program. Wise selection of goals and objectives as described elsewhere in this book may be enhanced by information gained in the program evaluation. Skill areas to include on educational plans may be identified. Affective concerns may surface which, when systematically dealt with, will make the mainstreaming process less difficult.

Some educators may wish to use the average percentage of objectives met as an indicator of program effectiveness. This is an extremely vague measure. It is subject to the number, type and specificity of the student's objectives, and may not be a viable measure of program effectiveness.

It is possible, however, to systematically examine the following as general indicators of program success:

- number or percentage of students successfully returned to general education
- proportion of students who remain in school beyond mandatory attendance age
- proportion of students who graduate
- number of students gainfully employed one year after graduation

More detailed information of this type can be gathered using the follow-up forms presented in Forms 14.1 and 14.2. Form 14.1 is used to follow the progress of students who have returned to general education programs. It is completed by the general education teachers. This information can be gathered several months or a year after the student returns to general education. When possible, this information should be gathered at both times in order to 1) identify any problems that may exist shortly after the student's return to general education and 2) identify the long range adjustment of the student. This information may be more difficult to obtain when students return to home schools or advance to a higher grade level, necessitating a building change, but it is particularly important to use short term follow-up for these students in order to ensure their successful return. Since program goals often include the return of mildly handicapped students to full-time general education, this type of follow-up is an immediate source of program effectiveness.

Form 14.2 is used when high school aged students graduate, drop out or leave school for other reasons. A phone or personal interview with the student would be preferred to mailing out the form or interviewing someone related to the student. An interview with the student allows for more thorough and accurate information to be collected and problems involved with reading the questionnaire are minimized. This extensive questionnaire, which may be shortened or altered in many ways reviews many of the areas in which special education students need to function when they leave school. Job skills are examined for each student who leaves the program. When these results are summarized the special educator has a thorough picture of the program strengths and weaknesses.

Program weaknesses identified through the use of this questionnaire should be addressed by incorporating lessons or units into the appropriate curriculum areas. As examples, a teacher may identify banking skills or getting along with co-workers as an area which would be incorporated into the special education class in order to prepare students for tasks required of them in job and community situations.

The form is also intended to be used to measure the successful adjustment of each student. As a result of the questionnaire students might be encouraged to return to school or referred to other agencies which could provide services to them.

FOLLOW—UP QUESTIONAIRE

IN—SCHOOL

Student Name:________________ Birthdate:____________ Program Exit Date:__________
Address:____ Sex:____________
Current School:____ Grade:____________
Date Student left Program:________________ Person Interviewed:______________

1. Previous impairment label ______________________________

2. How does this student function relative to other students in the class?

	Satisfactory	Unsatisfactory
a. Academic performance	______	______
b. Social adjustment	______	______
c. Accepting responsibility	______	______
d. Use of leisure time/extra curricular activities	______	______
e. Working independently	______	______

Comments:____
____

3. Does this student receive any general education support (remedial reading, Title I, tutoring)? YES_____ NO_____

If yes, describe ____

4. Do you think this student requires additional special services?

a. Yes_____ If yes, describe type of services?______________________
____

b. No_____ ____

____
Name and title of person completing follow-up form date

Form 14.1 Follow up form for use with students who have returned to general education

FOLLOW-UP QUESTIONNAIRE
POST SCHOOL

Student Name: ____________ Birthdate: ____________ Age: ____________

Address: ____________ Sex: ____________

Date Student Left School: ____________

Person Interviewed: ____________ ____________

Name Relationship to Student

1. Previous impairment label ____________
2. Reason for Leaving School:

____ Graduation (regular education)
____ Graduation (adjusted curriculum)
____ G.E.D.
____ Reached upper age limits for services
____ Dropped out of school
____ Moved
____ Other (explain): ____________

____

3. Was student referred to other agencies for services before leaving school? (i.e., Vocational Rehabilitation, Mental Health Services, etc.)

If yes, identify: ____________

4. Did student have vocational training.

Regular vocational education	Yes ____	No ____
Special needs vocational education	Yes ____	No ____
Adaptive vocational education	Yes ____	No ____
Individualized Vocational Training	Yes ____	No ____
Other: ____________	Yes ____	No ____

5. Number of jobs held since leaving school:

____ Full-time (at least 32 hours per week) ____________
____ Part-time (less than full-time) ____________

6. If employed at any time since leaving school, what kind of work have you done?

Skilled (completed apprenticeship)	Yes ____	No ____
Skilled (in an apprenticeship)	Yes ____	No ____
Semi-skilled	Yes ____	No ____
Unskilled	Yes ____	No ____
Other: ____________		

7. Current employment situation: (check one)

____ Presently employed:

Present employer: ____________ Job Title: ____________

Number of hours worked per week: ____________ Average Wage per week: ____________

How do you feel about your present job? (check one)

____ very well satisfied
____ well satisfied
____ satisfied
____ not well satisfied
____ not satisfied at all
____ presently unemployed, but have worked since leaving school.

If so, last employer: ____________
wage: ____________
hours worked: ____________

____ Unemployed since leaving school

Form 14.2

8. If you are not now working, are you:

____ Actively seeking work
____ Not seeking work, but would work if offered
____ Not working and do not want to work
____ Disabled/Unable to work

9. Do you receive any financial support from the following sources:

SSI	Yes ____	No ____
DSSI	Yes ____	No ____
Food Stamps	Yes ____	No ____
ADC	Yes ____	No ____
Pension	Yes ____	No ____
Insurance	Yes ____	No ____

10. Community Activities

Are you registered to vote?	Yes ____	No ____
Are you married?	Yes ____	No ____
Do you have any children?	Yes ____	No ____
Do you have a driver's license?	Yes ____	No ____
Do you have a checking account?	Yes ____	No ____
Do you have a savings account?	Yes ____	No ____
Do you do your own shopping?	Yes ____	No ____
Do you have a credit card?	Yes ____	No ____

11. What means of transportation do you usually use?

____ have my own car
____ use someone else's car
____ someone takes me
____ public transportation (taxi, bus, etc.)
____ other: ________________________

2. What do you like to do in your spare time. (check all that apply)

____ Visit with friends
____ Dancing
____ Crafts/hobbies/participate in sporting events
____ Attend sporting events
____ Church activities
____ Watching T.V.
____ Reading
____ Other: ________________________

13. Living Arrangements:

____ live alone
____ live with spouse or roommate(s)
____ live with family
____ live in group home
____ Other: ________________________

14. What classes in school helped you the most?

____

____

15. What classes in school helped you the least?

____

____

6. What do you wish you had learned more about?

____

____

Form 14.2 cont.

17. How well did high school and/or skill center prepare you to:	Prepared me Very Well	Prepared Me somewhat	Did Not Prepare Me at All
handle personal crisis			
use leisure time			
prepare simple meals			
manage budget			
use various means of transportation			
get along with others			
handle family responsibilities			
enter a specific field of work			
be a good manager of money, property and resources			
solve problems			
read, write			
speaking and listening			
develop skills in math			
be a responsible citizen (such as voting, dealing with courts, licensing, police)			

18. If you did not finish high school, why did you leave? (check all that apply)

____ it was a family decision
____ it was suggested by the school
____ you were expelled by the school
____ you didn't like school
____ you were pregnant
____ you were working
____ you were ill
____ school was difficult
____ got married/plan on getting married
____ Other: ________________________________

. Did anyone discuss alternatives to leaving school with you? yes ____ no ____

20. Have you been a student since leaving high school? (check one)

____ am now a full-time student
____ am now a part-time student
____ am not now a student, but have been since leaving school
____ have not been a student since leaving high school
if so, type of school or training program? ________________________________

21. From the following list, what serious occupational or educational problems have you encountered since you left school?

	A SERIOUS PROBLEM	A SMALL PROBLEM	NOT A PROBLEM
____ Lack of skills and technical knowledge			
____ lack of job experience			
____ money problems			
____ finding a job			
____ keeping a job			
____ prejudice and/or discrimination (i.e., sex education, race, age, economic, etc.)			
____ unable to establish goals			
____ disappointed with occupational choice			
____ personal problems			

____ Other: ________________________

22. Additional comments: ____

____

Follow-up action recommended:

____ No further action
____ Refer to another agency(s) ____________________
____ Assist in return to school services.

________________________ Interviewer

________________________ date

Form 14.2 cont.

Form 14.3 is a brief attitudinal survey of students currently enrolled in the program. This type of questionnaire may identify many of the attitudinal and academic concerns that exist for a student when attending a special education class. Some students can complete the questionnaire on their own, but others may require a teacher, an aide or another student. It will only work, however, when the special educator has established a trusting relationship with the students and they realize that they could suggest changes without being threatened.

STUDENT SURVEY

1) Name (optional) ______________________________

2) Grade ______________________________

3) Age ______________________________

4) Amount of time in general education __________ special education __________

5) For secondary students: amount of time in vocational education __________

6) Do you think you spend too much time in the special education program? Yes ___ No ___

Not enough time Yes ___ No ___

Why? ______________________________

7) What subjects would you like the most help with? ______________________________

____

8) How could the special education teacher help you with them? ______________________________

____

9) What do you think of the special education room? ______________________________

____

10) What do your friends think of the special education room? ______________________________

____

11) How could we make the special education program better? ______________________________

____

____

For secondary students:

12) What kind of job would you like to have when you finish school?

13) What could be taught in the special education program to help you get and keep a job?

14) What skills about everyday living do you think you need to learn?

Form 14.3: Survey of Students Currently in Program

Parent Perceptions

Parents are becomingly increasingly more involved in the provision of special education services to their child. While some will have only general feelings relative to the effectiveness of a particular special education program, others will have very specific interests and concerns. The questionnaire (Form.13.4) covers the parent's perceptions of strengths and weaknesses in both academic and affective areas. In addition, due process and procedural aspects of providing special education services are included in order to measure their awareness of parent and student rights. The results of this questionnaire may be used for program planning for students, to provide inservice for parents or to make parents aware of support groups that exist within the school or the community. As an example, many parents are not aware of the amount of involvment they can have in developing their child's educational plan.

Note that the introduction and the questionnaire are kept brief in order to provide the necessary information with a minimum of parent's time and yet allow an opportunity to express their thoughts on any items they might wish to expand upon. To increase the number of responses include a self-addressed, stamped envelope in which to return their anonymous responses.

Dear Parents,

In order to improve special education services for your child and others in our program, we are asking for your assistance by completing a brief questionnaire about your child's progress and your perception of the program

Please fill out the following form and return in the self-addressed stamped envelope. We appreciate your help in developing a quality special education program.

Thank you for your help.

____
(Special Education Teacher)

PARENT QUESTIONNAIRE

	Yes	No
1. How many of your children are currently in school?	_____	_____
2. How many of your children are currently receiving special education services?	_____	_____
3. How long has (have) your child(ren) been in special education?	_____	_____
4. Did you give information to help with the diagnosis and for placement of your child?	_____	_____
5. Did you help determine the goals and objectives for your child's IEP?	_____	
6. Are you familiar with your due process right as the parent of a handicapped student?	_____	_____
7. Are you familiar with the various programs and services offered by your school district?	_____	_____

8. How much contact have you had with the school regarding your child's program in the last year?

	Number of Times
Phone	______________
Letter	______________
Meetings	______________
Home Visits	______________

Form 14.4 Parent Questionnaire Form

9. Do you feel your child has improved in any of the following areas:

	Considerably Improved	Somewhat Improved	Not at all Improved	Was not a Problem
academic areas (reading, math, etc.)				
behavioral areas (fighting, withdrawing)				
motor or physical skills				
speech and language				
attitude toward school				
attitude toward self				

	Yes	No
10. Do you feel that general education teachers accept your child?		
11. Do you feel that other students accept your child?		
12. Are you satisfied with your child's educational program?		
13. Does your child like school?		

14. How does your child feel about the special education program?
Likes It: ____ Dislikes it: ____
Comments: ____

	Yes	No
15. Do you feel that you can call or visit the school if you feel there was a problem?		
16. Have you participated with any kind of committee or group for parents of handicapped students?		
If not, would you be interested in participating in such a group?		
17. Have you attended any workshops or inservices for parents of handicapped students?		
18. Would you be interested in participating in such a workshop or inservice?		

19. How can this special education program better help you and your child?

20. Any other comments:

General Education Questionnaire

The perception of the general education staff are extremely important to the effectiveness of the special education program. If the general educators see the special education teacher as one who has a great deal of time for sitting in the lounge or as having less responsibility or work because he or she works with comparatively few students, they will not be interested in expending the additional energy necessary to work with mainstreamed students in their classes. Many less obvious attitudes will also affect the special education program. The questionnaire in Form 14.5 attempts to measure attitudes and also allows educators the opportunity to identify specific ways in which the special education program benefits their students and themselves. The responses may indicate specific needs for individual teachers or identify areas in which consulting or inservice with large or small groups is needed.

Dear Teachers,

In order to improve the quality of special education services for your students we are asking for your help by completing the closed questionnaire. The results of this questionnaire will help us in developing our program, to better meet your needs and ose of your students.

Please take a few minutes to fill out the attached form and return to my mailbox by ______________________________.

Thank you for your time and cooperation. If you are interested in the results, I would be glad to share them with you.

____

(Special Education Teacher)

GENERAL EDUCATION TEACHER QUESTIONNAIRE

1. Grade level taught ________, or subject ______________ .(for secondary teachers)

2. Years of experience ________ .

3. Total number of students ________ .

Average class size ________ .

4. Do you currently have any handicapped students in your class? ________

Disability	Number of students
____ physically impaired	________________
____ mentally impaired	________________
____ emotionally impaired	________________
____ visually impaired	________________
____ hearing impaired	________________

5. Have you participated in the placement of a student in special education?

YES ______ NO ______

. Have you participated in the development of one or more IEP's? ________

7. Are you provided sufficient instructional material to meet handicapped students' needs? ________

8. How could this be improved? ____

9. How important do you consider knowledge of the following areas?	Very Important	....		Not very Important	
Techniques for identifying handicapped students.	1	2	3	4	5
Characteristics of handicapped students.	1	2	3	4	5
Modifying curriculum/instruction.	1	2	3	4	5
Behavioral strategies.	1	2	3	4	5
Special education laws (state, federal).	1	2	3	4	5
Selecting appropriate instructional materials.	1	2	3	4	5
Procedures for referral/evaluation placing students in special education.	1	2	3	4	5
Developing IEP's.	1	2	3	4	5
Working with various special education personnel.	1	2	3	4	5

Form 14.5

10. I would like more information/

Characteristics of handicapped students	1	2	3	4	5
Modifying curriculum/instruction.	1	2	3	4	5
Behavioral strategies	1	2	3	4	5
Special education laws	1	2	3	4	5
Selecting appropriate instructional materials	1	2	3	4	5
Procedures for placing/evaluating referred students in special education.	1	2	3	4	5
Developing IEP's	1	2	3	4	5
Working with various special education personnel	1	2	3	4	5

11. Have you had any college coursework in special education? Yes ____ No ____

12. If yes, please describe, (hours, titles) ____________________

____

13. Have you participated in any workshops or inservices on special education.

Yes ____ No ____

14. If yes, briefly describe: ____________________

____

15. How can we help you prepare for IEP's? ____________________

____

16. Do you feel there is enough time to confer/consult with special education personnel? ____________________

17. How can more time be made available? ____________________

18. Do you feel that the general education students accept the special education students? YES ____ NO ____

19. How can acceptance be facilitated? ____________________

____

____

20. Do you feel the scheduling of your students in the special education classroom is adequate?

YES ____ NO ____

21. If not, how can it be improved.

22. What kind of inservice, if any, would you like to have to help you as you work with special education students? ____

____

____

____

23. How can we reduce the amount of time spent on paperwork? ____________________

____

In meetings? ____________________

____

24. Do you feel handicapped students are making sufficient progress in:

	Yes	No
Academic skills	____	____
Social skills	____	____
Physical skills	____	____

Form 14.5 cont.

25. How can these be improved? ______________________________

____

____

For Secondary Teachers:

26. How can students be better prepared for prevocational/vocational training? ______________________________

job placement? ______________________________

27. What self help skills do you feel should be emphasized? ______________________________

____

____

28. Other suggestions or comments? ______________________________

____

____

Form 14.5 cont.

General Education Administrator Interview

The questions provided in Form 14.6 are suitable for a questionnaire, but the use of an informal interview will also allow many opportunities for further discussions relative to the program. This is especially important where the special education teacher may be responsible to both general and special education administrators. This questionnaire provides a vehicle for the teacher and administrator to improve communication and, subsequently, the effectiveness of the program. While the special educator and the building administrator may communicate well, the structured format that is presented here will allow them to thoroughly review the special education program as it relates to the rest of the school operation.

ADMINISTRATOR INTERVIEW

1. Do you take part in building level screenings for referrals? yes ____ no ____

. Do you attend IEP's for students in your building(s)? none ____ some ____ all ____

3. Do you feel general education teachers have enough alternatives prior to referrals to special education? Yes ____ No ____

4. If not, how can this be improved? ____

____

5. Do handicapped students in building(s) have the opportunity to participate in all academic and extra curricular areas? Yes ____ No ____

6. How many handicapped students have been suspended? ________ Why? ________________________

____

Expelled ____________ Why? ________________________

____

7. How can this situation be improved? ____

8. How can general and special education work together better? ________________________

____

9. How do you perceive the following areas:

	NOT A PROBLEM	SOMEWHAT A PROBLEM	A MAJOR PROBLEM
Academic			
Behavior in class			
On playground			
On bus			

10. How can the referral process work more smoothly? ________________________

____

1. How can scheduling be improved? ____

____

12. Do you feel that your professional staff is sufficiently prepared to deal with special education students? Yes ____ No ____

13. If not, how helpful would the following be in providing additional assistance?

	NOT HELPFUL			VERY HELPFUL
Inservice by district personnel special education teachers				
Outside experts				
Meetings with special education teachers				
Coursework through a local college				
University personnel				

14. Do you feel that your paraprofessional (aides, bus drivers, playground supervisors), are sufficiently prepared to deal with special education student.

	NOT HELPFUL			VERY HELPFUL
Inservice by district personnel special education teachers				
Outside experts				
Meetings with special education teachers				
Coursework through a local college				
University personnel				

5. Other comments ____

____

Form 14.6

IMPLICATIONS FOR CHANGE

While pre and post achievement testing may be of some use to an individual special education teacher, the information gathered from students, parents, teachers and the building administrator(s) usually provides a more extensive basis for immediate and longer range program changes.

As a result of these questionnaires, scheduling changes might be made, loaning of more instructional materials may take place, inservices might be scheduled. it will depend on the responses made by various individuals. However, be sure to do something visible as a result of the questionnaire so that the person who took the time to assist in improving the program will know they were noted. You may wish to send out the results of the various surveys in a summarized form as illustrated in Form 14.7 to interested persons or those who completed questionnaires. Both positive and negative informtion would be included. The summary should also include short and long range plans for incorporating some of the suggested changes into the program.

It should be remembered, however, that there are some things that may be unchangeable. Many procedures and forms are necessary evils. In these situations the special education teacher can only be empathetic and supportive to those who are feeling frustrated by them. Sometimes different groups may take opposing views which need to be taken into account. As an example, general education teachers may feel that some students do not spend enough time in the special education class while the students take quite the opposite view.

In conclusion, conducting this type of program evaluation should result in program changes and increased communication between the special educator and students, parents, administrators and other teachers in the building. This, in turn will help the students who are, of course, the main concern.

SUMMARY OF PROGRAM EVALUATION INFORMATION

GENERAL INFORMATION:

Total number of students
Percentage returning to general education
Percentage graduating
Percentage dropping out

CURRENT STUDENT PERCEPTIONS:

Subjects or skills to add
Subjects or skills to eliminate
Ways to improve program

PARENT PERCEPTIONS:

Improve or lack of improvement in student's behaviors and/or skills
Acceptance of student by general educators and students
Communication with school
Ways to improve program

GENERAL EDUCTORS:

Consultation time - need for more
How to facilitate
Problems with scheduling?
How to improve.
Types of inservice requested
Student skill areas on which to concentrate
Ways to improve program.

ADMINISTRATOR(S):

Problem areas identified by administrator
Ways to improve program
Types of inservice needed
Teachers
Paraprofessionals

SHORT RANGE PROGRAM PLANS:

Scheduling

LONG TERM PROGRAM PLANS:

Inservice

Form 14.7 A sample format for analyzing data gathered from evaluation

REFERENCES

Abeson, A., Bolick, N. & Hass, J. *A Primer on Due Process.* Reston VA: The Council for Exceptional Children, 1974.

Adams, R. "A Sociological Approach to Classroom Research." In. I. Westbry & A. Beelack (Eds.) *Research Into Classroom Processes: Recent development and next steps.* New York: Columbia University, Teachers College Bureau of Publications, 1971.

Alley, G., Deshier, D,: *Teaching the Learning Disabled Adolescent: Strategies and Methods,* Col, Love Publishing Co., 1979.

Alvord, D.J. "Innovation in Speech Therapy, A cost effective program." *Exceptional Children,* 1977, 43, 520-525.

Armstrong, B., Johnson, D.W., & Balow, B. "Cooperative Goal Structures as a Means of Integrating Learning-disabled with Normal-process Elementary Pupils." *Contemporary Educational Psychology,* in press.

Bannatyne, A.D. "The Color Phonics System." In. J. Money (Ed.), *The Disabled Reader: Education of the dyslexic child.* Baltimore, MD.: John Hopkins University Press, 1966.

Barraza, N. "Interpretation, Misconception, and Responsibility Relating to Public Law 94-142." *Delta Kappa Gamma Bulletin,* 1981, 47 (3) 6-12.

Bennett, L. Henson, F.: *Keeping in Touch with Parents: The Teacher's Best Friend,* Austin, Tex: Learning Concepts, 1977.

Bennis, W.G., Benne, K.D., & Chin, R. *The Planning of Change* (2nd ed.). New York: Holt, Rinehard, & Winston, 1969.

Birch, J.W. *Mainstreaming: Educable mentally retarded children in regular classes.* Reston VA: The Council for Exceptional Children, 1974.

Birch, J.W. *Hearing Impaird Children in the Mainstream.* Reston, VA: The Council for Exceptional Children, 1975.

Birch,J.W., & Johnstone, B.K. *Designing Schools and Schooling for the Handicapped.* Springfield IL: Charles C. Thomas, 1975.

Boyd, L., and Randle, K. "Factor Analysis of the Frosting Developmental Test of Visual Perception." *Journal of Learning Disabilities,* 1970, 3, 253-255.

Bond, G.L., & Tinker, M.A. *Reading Difficulties, Their Diagnosis and Correction* (3rd ed.). New York: Appleton-Century-Crofts, 1973.

Buktenica, N.A. *Visual Learning.* San Rafael, Calif.: Dimensions, 1968.

Burrello, Leonard C., and Daniel D. Sage. *Leadership and Change in Special Education.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

Bush, W.J., and Giles, M.T. *Aides to Psycholinguistic Teaching.* Columbus, Ohio: Charles E. Merrill, 1969.

Calovinia, G. (Ed.) *Mainstreaming the Visually Impaired Child.* Spring Il: Instructional Materials Center, Office of the Superintendent of Public Instruction, updated.

Canter, Lee, and Cantor, M. *Assertive Discipline, A take charge approach for today's educator.* Los Angeles, Cal: Cantor and Assoc., Inc. 1979.

Canter, Lee. *Assertive Discipline, Resource materials and guidelines.* Los Angeles, Cal: Canter and Assoc., Inc. 1979.

Cantrell, R.P. & Cantrell, M.L. "Preventive Mainstreaming: Impact of a supportive service program on children." *Exceptional Children,* 1976, 42, 381-385.

Carlson, S., (Ed.) *Learning How to Learn.* Project Stile, Lawrence High School, Lawrence, KA: 1979.

Carter, J.L., and Diaz, A. "Effects of Visual and Auditory Background on Reading Test Performance." *Exceptional Children*, 1977, 38, 43-50.

Closer Look. *National Information Center for the Handicapped,* Washington, D.C.

Coloroso, B. "Strategies for Working with Troubled Students." In B.R. Gearhard & M.W. Weishahn, *The Handicapped Child in the Regular Classroom.* St. Louis: C.V. Mosby, 1976.

Connor, L.E. "Mainstreaming a Special School." *Teaching Exceptional Children,* 1976, 8, 76-80.

Corrizar, D. & Howey, K., (Eds.) *Concepts to Guide the Education of Experienced Teachers.* Reston, VA.: Council of Exceptional Children, 1981.

Cummings, C.: *Teaching Makes a Difference,* Snohomish, Wa: Snohomish Publishing Co., 1980.

Delp, H.A., & Boote, K. "Mainstreaming of the Exceptional: In the future or now?" *The School Administrator,* February 1975, pp. 18-19.

Diana v. State Board of Education. Civil Action No. C-70 & 7RFP (N.D. Ca. Jan. 7, 1970 and June 18, 1973).

Dick,H., Project Director: *Handbook for Special Education in the Regular Program - Program Implementation MEAD,* Mich., Oakland County Intermediate School District.

Dunn, L. (Ed.) *Exceptional Children in the Schools,* New York, N.Y.: Holt, Rinehard & Winston, Inc., 1973.

Dunn L. and Markwardt, F. *Peabody Individual Achievement Test.* Minnesota: American Guidance Services, Inc., 1970.

Dunn, L.M. "Special Education for the Mildly Retarded - Is most of it justifiable?" *Exceptional Children,* 1968, 35, 5-22.

Dunn, L.M. (Ed.). *Exceptional Children in the Schools: Special education in transition* (2nd ed.) New York: Holt, Rinehard & Winston, 1973.

Dunn, L. and Smith, J. *Peabody Language Development Kits,* Minnesota: American Guidance Services, Inc., 1965.

Dunn, L.M. Smith, J.O., and Horton, K. *Peabody Language Development Kits,* Levels 1, 2, 3, and P. Circle Pines, Minn.: American Guidance Services, 1965, 1966, 1967, 1968.

D'Zamko, M. & Raisen, L. "IEP Development and Implementation: Systematic parent-teacher collaboration." *Teaching Exceptional Children,* 1981, 13 (3), 122-124.

Engelmann, S., Osborn, L., and Engelmann, T. *Distar Language II: An instructional System.* Chicago: Science Research Associates, 1969.

Fairchild, T., Henson, F.: *Mainstreaming Children with Learning Disabilities,* Austin, Tex,: Learning Concepts, 1976.

Fernald, G.M. *Remedial Techniques in Basic School Subjects.* New York: McGraw-Hill, 1943.

Fitshugh, K.B. and Fitzhugh, L. *The Fitzhugh plus program.* Galien, Mich.: Allied Education Council, 1966.

Fogelman, G.J. (Ed.). *AAMD adaptive behavior scale* (1975 ed.) American Association on ,Mental Deficiency, 5201 Connecticut Ave. NW, Washington DC, 1975.

Frommer, Morris, *Curriculum Guide for Secondary Special Education Students.* Monroe, Mich.: MonroeI.S.D., 1981.

Frostig, M., and Horne, D. *The Frostig program for the development of visual perception,Teacher's Guide.* Chicago: Follett, 1964.

Fry, E. "The Readability Graph Validated at Primary Levels." *The Reading Teacher,* 1969, 22, 534-538.

Gage, N.L. *Teacher Effectiveness and Teacher Education: The search for a scientific basis.* Palo Alto CA: Pacific Books, 1972.

Gesell, A. *Gesell Developmental List.* New York: *The Psychological Corporation.* 1940.

Getman, G.N., Kane, E.R., and McKee, G.W. *Developing Learning Readiness: A visual-motor tactile skills program.* Manchester, Mo.: Webster Division, McGraw-Hill, 1968.

Gilhool, T.K. "Changing Public Policies: Roots and Forces." In M.C. Reynolds "(Ed.) Mainstreaming: Origins and Implication." Reston, VA.: The Council for Exceptional Children, 1976.

Glaser, R. (Ed.) *Teaching Machines and Programmed Learning, II; Data and directions.* Washington D.C. National Education Association, 1965.

Glaser, W. *Reality Therapy* New York, N.Y.: Harper & Row, 1965

Glaser, W. *Schools Without Failure* New York, N.Y.: Harper & Row, 1969.

Goldhammer, K., Rader, B.T., & Reuschlein, P. *Mainstreaming: Teacher competencies.* East Lansing: College of Education, Michigan State University, April 1977.

Goodson, B., & Hess, R. *Parents as Teachers of Young Children - An evaluation review of some contempry concepts and programs.* Stanford, CA: Stanford University Press, 1975.

Gordon, T. & Burçh, N. *T.E.T. Teachers Effectiveness Training* New York, N.Y.: David McKay Co., 1974.

Goss v. Lopez. 419, US 565 (1975.)

Grosenick, Judith K., and Maynard C. Reynolds (eds.). *Teacher Education: Renegotiating Roles for Mainstreaming.* University of Minnesota, Minnaepolis, Minnesota: National Support System.

Haring, N. "Application of Behavior Modification Techniques of the Learning Situation." In W.M. Cruickshank & D.P. Hallahan (eds.), *Psycho-educational Practices* (Vol. 1.) Syracuse NY: Syracuse University Press 1975.

Haring, N.G., & Krug, D.A. "Placement in Regular Programs: Procedures and results." *Exceptional Children,* 1974,41(6), 413-417.

Harris, A.J. *How to Increase Reading Ability* (5th ed.) New York: David McKay, 1970.

Hebb, D.O. *The Organization of Behavior.* New York: Wiley, 1949.

Hewett, F. *The Emotionally Disturbed Child in the Classroom* Boston: Allyn and Bacon, Inc. 1968.

Hewett, F. *Education of Exceptional Learners* Boston: Allyn and Beacon, Inc. 1974.

Homme, L. *How to Use Contingency Contracting in the Classroom.* Champaign, IL: Research, 1970.

Hunt, R., Riegel, M: *Maladies and Remedies: Model resource room project.* Mich.: 1979, Plymouth-Canton Community School District, 1979.

Johnson, R., & Johnson, D.W. "The Social Integration of Handicapped Students into the Mainstream." In M. Reynolds (ed.). *Social Acceptance and Peer Relationships of the Exceptional Child in the Regular Classroom.* Reston VA: The Council for Exceptional Children, 1980.

Johnson, R., Rynders, J. Johnson, D.W., Schmidt, B., & Haider, S. "Producing Positive Interaction Between Handicapped and Nonhandicapped Teenagers Through Cooperative Goal Structuring: Implications for mainstreaming." *American Educational Research Journal.* 1979, 16, 161-168.

Johnson, D.W., & Johnson, R. (Eds.), "Social Inter-dependence in the Classroom: Cooperation, competition, individualism." *Journal of Research and Development in Education,* 1978, 12, (1).

Johnson, R.A., Gross, J.C., Nash, N., & Reynolds, M.C. "Problem Solving in Boston: A preliminary report." In M.C. Reynolds (Ed.). *National Technical Assistance System in Special Education.* Minneapolis: Leadership Training Institute/Special Education, University of Minnesota, 1975.

Johnson, R.A. & Grismer, R. "The Harrison School Center: A Public School-university cooperative resource program." In E. Deno, (Ed.), *Instructional Alternatives for Exceptional Children.* Reston, VA: The Council for Exceptional Children, 1972.

Johnson M., and Kress, R. *Informal Reading Inventories.* Newark, Del.: International Reading Association, 1965.

Jones, R.L.: Gottlieb, J., Guskin, S. and Yoshida, R.K. "Evaluating Mainstreaming Programs: Models caveats, consideration, and guidelines." *Exceptional Children,* 1978, 44.

Jones, R.L., & Wilderson, F. "Mainstreaming and the Minority Child: An Overview of the issues and perspective." In R.L. Jones (Ed.), *Mainstreaming and the Minority Child.* Reston VA: The Council for Exceptional Children, 1976.

Karlin, M.: *Teacher's Handbook of Special Learning Problems and How to Handle Them.* New York, Parker Publishing Co. Inc., 1977.

Keogh, B. "What Research Tells Us About Mainstreaming." In P. O'Donnell & R. Bradfield (Eds.), *Mainstreaming: Controversy and consensus.* San Rafael, CA: Academic Therapy, 1976, 25-38.

Keogh, B.K. "Hyperactivity and Learning Disorders: Review and speculation." *Exceptional Children,* 1971, 38, 101-109.

Kephart, N.C. *The Slow Learner in the Classroom.* Columbus OH: Charles E. Merrill, 1971.

Klausmeier, H.J., Quilling, M.R., Sorenson, D.S. Way, R.S. & Glasrud, G.R. *Individually-guided Education in the Multiunit School.* Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, 1971.

Klien, J.W. "Headstart Services to Handicapped: Mainstreaming the preschooler." *Head Start Newsletter,* 1977, 9 (6). 1-9.

Koppitz, E.M. "Special Class Pupils with Learning Disabilities: A Five-year followup study." *School Psychology Digest,* Winter 1976, 45-50.

L'Abate, L., & Curtis, L.T. *Teaching the Exceptional Child.* Philadelphia: W.B. Saunders, 1975.

Lance, W.D. "Who Are All the Children?" *Exceptional Children,* 1976, 43, 66-76.

Larry P. V. Riles. Civil Action N.C.-71-227C, 343 F. Supp. 1306(N.D.) Cal:, 1972).

Lerner, J.W. *Children with Learning Disabilities.* New York: Houghton-Mifflin, 1971.

Lippman, L., & Goldberg, I.I. *Right to Education.* New York: Teachers' College Press, 1973.

Lott, L., Hudak, B., Scheetz, J.: *Strategies and Techniques for Mainstreaming: A Resource Room Handbook.* Mich.: Monroe County Intermediate School District, 1975.

Love, H.D. *Educating Exceptional Children in Regular Classrooms.* Springfield IL: Charles C. Thomas, 1972.

MacMillan D., Jones, R.L., & Meyers, C.E. "Mainstreaming the Mildly Retarded: Some questions, cautions, and guidelines. *Mental Retardation,* 1976 14 (1), 3-10.

Miller, T.L. and Sabatino, D.A. "An Evaluation of the Teacher Consultant Model as an Approach to Mainstreaming." *Exceptional Children,* 1978, 44.

Morse, W.C. "The Helping Teacher/Crisis Teacher Concept." *Focus on Exceptional Children,* 1976, 8 (4), 1-11.

Morse, W. et. al. *Affective Education for Special Children and Youth.* Reston, VA.: Council of Exceptional Children, 1980.

Morse W. & Smith, J., *Understanding Child Variance.* Reston, VA.: Council of Exceptional Children, 1980.

Myklebust, H.R. *Development and Disorders of Written Language.* New York: Grune & Stratton, 1965.

Nazzaro, J. *Preparing for the IEP Meeting: A workshop for parents.* Reston, VA.: Council of Exceptional Children, 1981.

Newman, R. "The Assessment of Progress in the Treatment of Hyperagressive Children with Learning Disturbances within a School Setting." *The American Journal of Orthopsychiatry*, 1959,29, 633-643.

Noffsigner, T., *Observation of EMR Students in Special Class and Mainstream Studies*. Mentor OH: Mentor Exempted Village School District, 1973.

Parker, C.A. (Ed.) *Psychological Consultation: Helping teachers meet special needs*. Reston VA: The Council for Exceptional Children, 1975.

Pennsylvania Association for Retarded Children v. Pennsylvania, 334 F. Supp. 1254 (E.D. Pa. 1971).

Pepper, F. "Teaching the American Indian Child in Mainstream Setting." In. R.L. Jones (Ed.). *Mainstreaming and the Minority Child*. Reston VA: The Council for Exceptional Children, 1976.

Petovello, L. et. al. *Special Education: An Advocate's Manuel*. Michigan Protection Advocary Service, Lansing, Mich.

Piers, E. and Harris, D. *The Piers-Harris Children's Self Concept Scale*. Pa.: Counselor Recordings and Tests, 1969.

President's Committee on Mental Retardation. Bureau of Education for the Handicapped, Office of Education, US Department of Health, Education, and Welfare. *The Six-hour Retarded Child*. Washington DC: US Government Printing Office, 1969.

Prouty, R., & McGarry, F.M. "The Diagnostic/Prescriptive Teacher." In E. Deno (Ed.), *Instructional Alternatives for Exceptional Children*. Reston VA: The Council for Exceptional Children, 1972.

Reid Barbara A., and William R. Reid, "Role Expectation of Para-professional Staff in Special Education. *Focus on Exceptional Children*, 1974, 7, 1-14.

Reger, R., & Koppman, M. "The Child-oriented Resource Room Program." *Exceptional Children*, 1971, 27, 460-462.

Reynold, M.C. (Ed.). "Special Education in School System Decentralization." LTI/Department of Special Education, University of Minnesota, Minneapolis, 1975.

Reynolds, M. & Birch, J. *Teaching Exceptional Children in All America's Schools*. Reston, VA: Council of Exceptional Children, 1977.

Reynolds, M.C., & Balow, B. "Categories and Variables in Special Education." *Exceptional Children*, 1972, 38, 357-366.

Ringlaben, R.P. and Price, J.R. "Regular Classroom Teachers' Perceptions of Mainstreaming Effects." *Exceptional Children*, 1981,47.

Russo, J.R. (Ed.). "Mainstreaming Handicapped Students: Are your facilities suitable?" *Education Digest*, 1975, 40, 18-21.

Salem, J.M. "Partial Integration at the High School Level." *Volta Review*, 1971, 69, 42-46.

Shaw S., Bensky, J. Dixon, B. *Stress and Gurmont: A primer for special education and special services personnel*. Reston, VA.: Council for Exceptional Children, 1981.

Slingerland, B. *Slingerland Screening Tests for Identifying Children with Specific Language Disability*, Mass.: Educator's Publishing Service, 1973.

Sosnowsky, W.P., & Colemen, T.W., "Special Education in the Collective Bargaining Process." *Phi Delta Kappan*, 1971, 52, 610-613.

Stern, C., Stern, M., and Gould, T. *Structural Arithmetic Program*. Boston: Houghton Mifflin, 1965.

Wardlaw, J. "Mainstreaming That Works." In P.H. Mann (Ed.), *Shared responsibility for Handicapped Students: Advocary and programming*. Coral Gables FL: University of Miami Training and Technical Assistance Center, 1976.

Winchell, C.A., "The Hyperkinetic Child." *A Bibliography of Medical, Educational, and Behavioral Studies*. Westport, Conn.: Greenwood Press, 1975.

Weintraub, F. (Ed.). *Public Policy and the Education of Exceptional Children.* Reston, VA.: Council of Exceptional Children, 1976.

Wise, J.H. *Parent Participation Reading Clinic - A Research demonstration project.* Final report, Washington D.C. U.S. Government Printing Office, 1972.

Woodcock, R.W. *Peabody Rebus Reading Program.* Circle Pines, Minn.: American Guidance Services, 1976.

Yoshida, R., MacMillan, D.L., & Meyers, C.E. "The Decertification of Minority - group EMR Students in California: Student achievement and adjustment." In R.L. Jones (Ed.), *Mainstreaming the Minority Child.* Reston, VA.: The Council for Exceptional Children, 1976.

Young, M.E. "Mainstreaming and the Minority Child: The Philadelphia experience." In R.L. Jones (Ed.), *Mainstreaming and the Minority Child.* Reston. VA: The Council for Exceptional Children, 1976.

Zawadski, R.F. "A Study of What Regular Classroom Teachers Consider Deterrents to Teaching Educable Mentally Retarded Children in Regular Classes." *Dissertation Abstracts International,* 1974, 35(1) 292-A.

Ziegler, S., & Hambleton, D. "Integration of Young TMR Children into a Regular Elementary School." *Exceptional Children,* 1976, 43, 459-461.